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# Welcome to New York City Community Orientation Programs for International Students

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**WELCOME TO NEW YORK CITY**

**Community Orientation Programs  
for International Students**

**Stacey Klein**

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

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This project by Stacey Klein is accepted in its present form.

Date: 12/30/86

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And finally, sincere appreciation is due Kathleen Curtin, whose fingers moonlight turning words from scrawl to manuscript.

### ABSTRACT

This paper examines some of the needs of international students at New York area colleges and universities. Students' relationship with the New York community is introduced as a significant variable in their experience. A comprehensive community orientation program offered by Metro-International during the 1985-1986 academic year is presented and evaluated.

### ERIC DESCRIPTORS

Adjustment	230
Community	520
Cross Cultural Training	400
Cultural Activities	560
Experiential Learning	310
Foreign Students	360
Orientation	120
Postsecondary Education	340

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This is to thank you sincerely for the wonderful time that I have had with your organization since the last year and a half. The events that you organize are very interesting and enjoyable and I have learnt through them a great deal of American culture and hospitality. I am sure that my impression of New York and the U.S.A. would not have been the same without the friendly services of Metro-International.

Dinyar A. Master  
Pratt Institute student  
from India

I miss New York City sometimes, especially when I want to visit museums. I always remember those interesting visits you arranged. Those are the most pleasant experiences I ever had during my two years in the Big Apple.

J.P. Jiang  
Formerly a student at  
Polytechnic Univ., now a  
student at U.S.C., from China

It is because of your programs and kindness that foreigners feel that NYC is nicer and more friendly.

Ming-Ling Yu  
New York Univ. student  
from Taiwan

## INTRODUCTION

For years, international students have been entering New York's ports in order to attend the city's educational institutions. Many begin with ESL and go on to earn advanced degrees. Their experience of life in the area varies, as do their individual needs and levels of satisfaction. What can be said about their process of adaptation to the cultural and social environment? Is there a **community** to which they can belong?

This paper is about New York as a temporary home to international students. It explores the concept of city as community and looks at some of the ways that newcomers are introduced into the local community through the programs of Metro-International, a non-profit organization working to help international students achieve a sense of belonging in New York.

The paper is written primarily for ESL teachers in New York and those thinking of coming here to teach. While ESL teachers often have the most consistent contact with newly arrived international students, and therefore are in a unique position to provide useful information and assistance, they may be unfamiliar with the range of problems the students generally encounter, and unaware of services available to their students.

The topics addressed are meant to encourage professionals working with foreign students to look beyond linguistic needs and to think of the most appropriate ways to encourage students to experience New York as fully as possible, to help them gather information, become involved with local

people, and make a personal investment into the life of the city. After reading the pages which follow, teachers should have ideas for their own community orientation programs, as well as ample information about Metro-International, a non-profit organization which provides programs and services to meet some of the needs of international students in the New York area.

Part I discusses foreign students' needs, and introduces the concept of community membership as a crucial variable in the international student's experience. Part II explores the foreign student population in the New York City area, including their perceptions of life in a large urban community. Part III describes the programs and services of Metro-International, as they relate to the need of foreign students to feel at home in New York.

## I. INTERNATIONAL STUDENTS IN NEW YORK: CULTURAL ADAPTATION

Foreign study is becoming increasingly common in many countries. Students are sponsored by governments, employers, families, or spend their own savings to pursue a course of study otherwise unavailable to them. To many it is approached as an exotic adventure, one that will open doors back home. But there can be personal consequences when the cultural environment is suddenly unfamiliar, and support systems have been left behind. This chapter will focus on the culture-related and interpersonal needs of international students as they relate to the New York City environment.

Moving to a new culture is a complex experience. As they enter a new culture, people bring with them a complicated set of culturally-based assumptions, values, perceptions, and ways of behaving.

The above quote appears at the beginning of a book published by the National Association of Foreign Student Affairs (Althen, 1981, p. 5). In the past several years, increasing attention has been given to issues related to cultural adjustment, as evidenced by the growing number of publications starting with similar assumptions. Research has found that a number of needs can be identified, and they have been variously categorized. Lee (1981) lists them as follows: 1) academic needs; 2) linguistic needs; 3) other cultural-related needs; 4) interpersonal needs; 5) financial needs; 6) daily-living materialistic needs; and 7) post-return needs.

But international students are generally unaware of their predicament.

They arrive in a foreign land often unaware that so many aspects of their lives have been turned upside down, and that adjustment may not come easily. The vast majority of foreign students arriving in the United States have one principal goal, and it is an academic degree. They do not expect or look for a wide range of extracurricular activities. Especially in the case of first-time sojourners, little thought is given to issues affecting cultural adjustment, or special needs arising from their situation.

The chances of having a successful experience, by whatever criteria success is measured, can be increased significantly by addressing the needs mentioned above. Academic success may be in part due to a smooth adjustment, or in spite of great isolation and emotional fatigue, but at some point in the host culture, most students will become aware of a need for other than academic involvements. As a result, in addition to the academic achievement which is the primary objective of most foreign students in the United States, social and cultural growth will also result.

Lee's study identified more than a dozen independent variables which may effect the needs and degree of satisfaction experienced by international students. They are: age, sex, marital status, English language proficiency, academic level, sponsorship, major fields, length of stay, region of the world and country of origin, size of school, orientation, living arrangements, employment at home, previous international experience, national status accorded, undergraduate vs. graduate status distinction.

To this long list I would like to add: **the community in which the student lives and studies.** A student's experience is affected by the type of place to which he or she must adjust. The local culture, including the social, economic and political situation can provide an environment in which needs can be met more or less easily.

### Concept of Community

Community, for the purposes of this paper, is defined in both geographical and psychological terms. For the former, it is defined as a group of people living in close proximity within certain physical boundaries, regardless of their knowledge of or feelings toward one another. In the case of New York City, the community in geographical terms is comprised of those who live or work in the greater New York metropolitan area, encompassing not only the boroughs of the city itself, but also parts of New Jersey, Connecticut and New York State. Viewed in psychological terms, community is defined as the people who identify with others living within those geographical boundaries. Membership is informal; no matter what an individual's official status, mere participation in community activities and association with community organizations and institutions entitles that person to consider the place home. Central to this informal membership is the feeling on the part of the individual.

To members of a local community, the place they share is more than the sum of its buildings or inhabitants. It has a history and characteristics which give it a personality of its own. There are shared experiences and expectations which are familiar to people who belong and strange to others. Those who feel at home in a city know its geographical layout and how to get around. They are aware of sanitation, educational and social services. They know something about the local economy. They know who lives where, which areas thrive, and which places to avoid. They are familiar with current social and political issues, and have a point of view. They have heroes and may serve in the community themselves. They belong and have relationships with others who belong.

### Becoming a Member of the Community

Some groups welcome new members more readily than others. In a place with a relatively homogeneous population, newcomers are perhaps seen as welcome visitors or guests, but foreigners may have difficulty establishing themselves and being accepted as permanent, bonafide members of the community. Examples of this can be found in the island nation of Japan, where psychological barriers are reflected in and supported by legal restrictions under which it is nearly impossible to become a naturalized citizen, or official member of the community. By comparison, in a place like the United States, inhabited almost entirely by people whose ancestors have arrived within the past few hundred years, foreign visitors may not be treated as special guests, but the community is constantly admitting new members. Cases of prejudice and legal difficulties notwithstanding, there are many who choose the United States as a permanent home, and even become American citizens. Americans seek to assimilate. This phenomena in its extreme is manifest as the belief of some Americans that all people of the world would become Americans if given the choice.

New York City, the largest city in the United States, is a particularly open community. Though it may seem uninviting at first, and the path to membership may be elusive. The current mayor has this to say about New Yorkers and what it takes to be part of the group:

New Yorkers walk faster, talk faster, and think faster. You don't have to be born here to be a New Yorker. But after 6 months here, you'll be walking faster, talking faster, and thinking faster. At that point you will have become a New Yorker.

Edward I. Koch, Mayor of New York  
Quoted in New York,  
December 24, 1984, p. 27

The history books are filled with accounts of people who came to New York from every part of the world, for a variety of reasons, and became New

Yorkers. Some achieved great fame and fortune. For each celebrity, however, there are thousands of others who have lived modest but productive lives here, considering New York their home. In contrast, foreign students are usually transient, most expected to return to their native countries. In many ways, however, this does not preclude them from being New Yorkers for the time they are here.

Newly arrived students may need help understanding what joining the New York community entails. One step involves obtaining information about the city, its geographical, social and political nature. A second step requires the formation of relationships with New Yorkers. Involvement with community institutions may follow. Metro-International paves the way for these things to happen. The city is explored physically through walking tours and an introduction to local mass transit. Aspects of culture are introduced in weekly visits to the city's institutions. Students meet New Yorkers in their homes, workplaces and in the context of community organizations. Those who participate find that New York is not necessarily a forbidding place, but a cultural and economic center with a rich and diverse community.

In summary, foreign students in the United States have a variety of needs of which they may be unaware when they first arrive with the purpose of pursuing an academic degree. These needs are variously affected by the individual's background and situation, including the factor of the community in which the new home and school are located. Membership in that community is a fundamental key to an enriching intercultural experience in the United States. It can be achieved by learning about the local culture, getting to know people, and getting involved. (In New York, a particularly fluid community, there are opportunities to do this through Metro-International

programs.) On the other hand, those who are unable to achieve a sense of belonging may experience New York as an especially alienating place.

## II. INTERNATIONAL STUDENTS IN NEW YORK: POLITICS AND PERCEPTIONS

The relationship between international students and the city of New York bears close examination. In this chapter, the impact of the foreign student population on the New York community is explored, and the feelings many foreign students have about New York are analyzed.

"They're Young. They're Bright. They pump more than \$132 million a year into the metropolitan New York economy." This quote from an article which appeared in the New York Daily News in January 1984, describes the then "23,448 foreign students attending 127 colleges and universities" in the New York City area.

International students are a valuable resource to New York City beyond the millions of dollars they bring to the city's economy. Many states and public colleges (including those in New York) have intensified their efforts to bring international students here to study. This stems from the fact that as the United States markets more of its products and services abroad, and as we become more involved in a global economy, international education takes on more importance.

Students--both American and international--are being encouraged to broaden their perspectives and to heighten their awareness of the rest of the world. This is one of the reasons so many students from abroad choose to study in the United States. International students attending classes side-by-side with U.S. students at colleges and universities in New York

City learn first-hand about one another's countries and share information about their respective cultures. There is no question that it is in the interest of New Yorkers to encourage this exchange.

We know that today's international students are tomorrow's world leaders in business, industry, politics, science and the arts. Their time spent in the New York area is precious. It should be filled with rich experiences--meeting people of all ages and backgrounds, and educating others about their countries' concerns.

Despite this, the city of New York has no office to handle issues in higher education, and the international student offices at most schools have low visibility, low budgets, and are inadequately staffed.

It is a regrettable reality that the institutional resources allocated to serving our 2700 international students stretches only to meeting their visa documentation and admissions-related needs. Very little is done in the form of social or cultural programming for a group that is often the most in need of such activities and opportunities. Metro-International is there to fill the gap. Throughout the year, their programs, their activities, and their continuous concern for the welfare of our students represents a resource that we cannot afford to lose.

Joann Stedman, Director, International Student  
Office, Columbia University

From a letter written to the United States  
Information Agency, March 16, 1986.

Left to their own devices, foreign students are most often left out. They have little contact with Americans outside of the classroom and are socially and culturally isolated. With limited exposure to New York and New Yorkers, they are shaping their ideas about life in the United States. Most settle into a routine without an understanding of the city's resources, or an appreciation for its multitude of people. They are lacking an informed perspective from which to view the culture in which they live, and are ill-equipped to take an active role in city life. Neither contributing to nor deriving many of the benefits of the local community in which they live and

study, it is perhaps not surprising that international students seem to dislike New York.

I had been here only a month now and I have only seen New Yorkers who walk faster, think faster, talk faster -- and learned a lot of things about N.Y.C., of course in a negative way, like unfriendliness, mugging, theft, etc. Now after visiting another city and looking closely into an American family my ideas have changed in a positive way -- that all Americans are not similar to New Yorkers. They are broad-minded, helping and friendly. In my country, I wouldn't keep any stranger in my house even for a day and take him/her out to lunch/dinner as they did in New Jersey. Secondly, I think it is very necessary for foreign students to visit such a family as it provides them a family atmosphere, new relations, change in monotony of life, which is very necessary for us who are far away from our homes. I think you (Metro-International) are doing a great job and no one could help us more than this.

Aslam Ovais Qazi  
New York Univ. student  
from Pakistan

This quote is taken from an evaluation form completed by Aslam Ovais Qazi about a weekend visit to Ridgewood, New Jersey. While not every international student attending school in New York City has been polled, we know from reading similar evaluations and from speaking with students over a long period of time that Mr. Qazi is articulating prevalent attitudes and feelings. That is not to say that every international student has a negative impression of New York, but it is evident that students, particularly from non-Western cultures, have a hard time adjusting to life in the largest city in the United States.

#### New York as Urban Community

Living in New York is unlike living anywhere else in the world. While cultural and educational opportunities abound, everyday life can challenge even the most savvy New Yorker, and the basis of much of what Mr. Qazi expresses is a reaction to the urban nature of New York. Just as there are cultural patterns which can be called **American**, and make life in the United

States different from that in other parts of the world, there are characteristics of the urban experience which unify city dwellers and add to the adjustments which must be made by newcomers from smaller communities. If there are social and psychological consequences of urban life, they would certainly be felt in a city the size of New York. Even if New York's image is harsher than the reality, there is no debating the fact that it is a vast and complex place.

To a student used to life in a small town, New York might be overwhelming at first. The diversity and anonymity can be strange and disorienting. Individuals are faced with decisions once dictated by a traditional society; values are challenged or apparently swept away by rapid changes characteristic of modern urban life. It may be difficult to identify a community of people from which to draw support. Where are the intimacy, warmth, and social relationships to fill important emotional needs? In short, it may be hard for newly arrived students to perceive the humanity in New York. They are often distracted by the crowds, dirt, noise and seeming lawlessness. Many withdraw rather than explore an unfamiliar, expensive and unfriendly place. Often, isolation results in depression and further alienation.

Those who are proud to call themselves New Yorkers, however, know that there is a broad cultural and social community to which they belong. There are institutions, systems and resources they can enjoy regardless of their personal budget. There are people with whom they share concerns. There is a rhythm to life. Anyone who visits Central Park on a summer Sunday, or midtown at noon during the week can begin to feel a part of the rhythm. People who were lucky enough to be in New York for the Statue of Liberty's birthday celebration or the World Series in 1986, know the spirit which can

characterize the New York community as a whole. There are also groups to which New Yorkers belong and personal relationships most New Yorkers enjoy, like people in any other community.

In summary, New York City benefits from the presence of its tens of thousands of foreign students, yet they are offered little welcome and remain an invisible population on the campuses as well as the city streets. As far as the students are concerned, the city is not a friendly place, and for the most part, they neither understand nor like their new urban home. There is a community to be discovered, however, and that discovery can make the difference.

### III. METRO-INTERNATIONAL: ORIENTATION PROGRAMS

The international student population in the New York City area is large and diverse. In many ways, it reflects the character of the city itself. Students attend a wide range of public and private colleges and universities yet they all have one thing in common. For them New York City is their home and campus. Let us explore this dimension of their experience, and the ways in which Metro-International helps students become familiar with their new community, and cope with the environment.

If correlates of adjustment can be found, there should be principles which program directors can use to increase sojourner satisfaction. (Brislin, 1981, p. 271)

#### The Role of Metro-International

It is the aim of Metro-International to present the people and culture of New York and make them accessible to international students. When the social, cultural, and political dimensions of life in the community begin to emerge for the students, they no longer feel like strangers in a foreign land or concrete jungle. They understand and can become involved in many aspects of city life, much the same as permanent residents.

Quality of life depends greatly on belonging to social groups, and another goal of the organization is to introduce international students to one another. Based on common experiences, they form a community of another kind, not linked to a location, but situation and interests.

A third aim is to find ways for international students to make a

contribution to the New York community. Through their contribution, they take a step toward membership in the community, in their own eyes and in the estimation of others.

#### Members and Participants

Metro-International Program Services of New York Inc. (M-I) was founded in 1977 by seven foreign student advisors at universities in New York City. By pooling their limited resources and their wide range of talents and expertise, they sought to offer necessary services for international students on their campuses. Working together, they could meet the needs of their students more effectively.

Today, Metro-International has 65 institutional and 20 individual professional members, representing every major institution of higher education and international service organization in metropolitan New York City. The true backbone of Metro-International is its support on campus. A recently established "Honorary Advisory Council", comprised of twelve college presidents, demonstrates that Metro-International is supported by the local academic community at the highest level. (See Appendix A.)

M-I's primary campus support comes from international student advisors who disseminate the information about M-I's activities to their students. In addition, these campus professionals serve on committees and on the Board of Directors and participate as resource people, tour guides and group leaders for M-I's activities. They contribute "in kind" resources -- meeting space, program supplies, refreshments and administrative support -- which are invaluable to the organization. M-I needs the support on campus in order to reach the international student community.

During the 1985-86 academic year, the author was Program Director of Metro-International. Students representing 72 countries, from 59 New York

area educational institutions participated in M-I's program activities. The number of participants per program ranged from 5 to 74. Though a handful of students members became regulars, each program drew nearly 50 per cent non-member participation. Likewise, the ratio of male(358) to female(331) was almost equal. They were students in a variety of fields, but over one-third were studying ESL at the time of their participation in the program.

### Publications

Basic information on city living is provided to students through M-I's publications, A Guide to Living in New York City and Help Yourself to Housing in the New York City Area. In 1985-86, 5,750 copies of the New York City guidebook and 2,000 copies of the housing handbook were distributed. These one-of-a-kind publications are used by every major educational institution in the New York City area and they are M-I's most visible offerings. Metro News, M-I's newsletter, published three times during the academic year, is a community orientation aid, as well. While the two guidebooks described above are geared primarily for newly-arrived students, Metro-News circulates to a much wider audience of international students. The newsletter highlights special events, points and places of interest and practical information on life in the "Big Apple." In addition to communicating essential information, M-I's publications give the organization broad exposure. Many students turn to M-I for assistance as a result of having read the guidebooks or newsletters. (Sample copies of all publications mentioned throughout are submitted with this paper.)

### Activities

Drawing upon the enormous resources of New York City, M-I sponsors activities almost every week of the school year. In 1985-86, a theme was devised to provide a focus for many of the community orientation programs

and articles in Metro-News. The theme was "What Makes New York City Run?"

In the following description, activities are divided into four categories: 1) Community Visits, 2) Community Orientation, 3) Community Service, and 4) Student Membership programs.

## 1. COMMUNITY VISITS

### Synopsis

In many ways, Community Visits are the core of Metro-International's activities for foreign students in the New York City area. A typical visit takes students away from the crowds of the city into an American home, often in a suburban community. They spend a weekend or holiday with people who want to exchange ideas and share their way of life. A Community Visit experience is a perfect chance for international students to relax and enjoy time alone with Americans.

M-I is the only organization to arrange these visits on an on-going basis for international students in the New York City area.

### Rationale

Community Visits are a response to students' interpersonal, cultural and linguistic needs.

The students interested in Community Visits have come a long way to study in New York. They are far from home, some for the first time, and miss family members of all ages. Few are prepared for the challenges presented by a city like New York. For the most part, their studies are demanding; but even when they have time to socialize, seldom are they involved in the activities of their American peers. They are eager to learn about American customs and ways of thought, and want to share the pleasures of home life especially outside the city.

A natural camaraderie with other participants can be the basis for a sense of community with other international students. In addition, some participants are enrolled in English language courses, and a Community Visit is a welcome opportunity to put into practice what is learned in the

classroom.

### Procedure

Metro-International seeks community organizations to sponsor visits. Working closely with M-I's staff, a coordinating committee of the host organization sets a date for the visit well in advance. Sometimes, a visit is arranged to coincide with special community events. The committee is responsible for recruiting hosts and planning any group activities. Metro-International selects participants for the visits and sends their names and profiles to the committee a few weeks before the program. The committee then matches students with hosts who share similar interests. Each host may have one or two guests.

Metro-International makes all the travel arrangements with the students and meets with them for a short orientation session in New York on the day of the visit. Students travel as a group to the community by bus or train. They pay their own transportation costs. Hosts meet their guests at the station. Activities (recent examples are described below) vary depending on the length of the visit, the interests of individual hosts and students, and the plans of the host community organization.

Any international student can apply for a Community Visit. Applications and information are available from foreign student advisors on campus, or directly from Metro-International. Early application is necessary.

### Assessment

Evaluation forms are sent to participants and hosts for all overnight and new programs.

Community Visits are among Metro-International's most consistently successful programs, from the standpoint of student demand and satisfaction.

A positive program experience is often the beginning of lasting friendships, both with the host family and other participants. For this reason, visits which offer one-on-one interaction between hosts and students were significantly more meaningful to both participants than mass visits, either to churches, homes or schools.

I think this visit was unique and of great importance for me. First of all, through this visit, I had a chance to meet students from different parts of the world and some of them are now my friends. I came from Pakistan, and from a fairly large family. Besides that, my social circle was very big and I love to be socially active. So, when I arrived in this city which is one of the busiest city of the world, I found myself very lonely and feel somewhat uncomfortable when I see students who are enjoying their friends gathering. But now, I have some friends like other students and I succeeded in making friends after I joined Metro-International and particularly this visit.

Ali Azfar Naqui  
New York Univ. student  
from Pakistan

Really I was very happy, by the way I thank you for your great idea, you know foreign student need friend and need to have somebody who's American and with who we can talk. For example me, I feel lonely with my Arabic friend. I need American friend. Why? Because I feel very strong and I feel that I'm in my country.

Fouad El hachimi  
Hunter College student  
from Morocco

I had heard about this Thanksgiving trip to Pennsylvania from my friend who took part in it last year. I had been looking forward to going there. Through this trip, I found that some American people are really nice. The people and land are very different from New York. It was refreshing for me. I think this is a wonderful plan. I hope this kind of trip will come several times a year.

Junko Watanabe  
Hunter College student  
from Japan

Specific Activities in 1985-86 (See Appendix B for sample applications.)

**Sussex County:** Weekend with families from the Andover Presbyterian Church.

A restful visit to beautiful country.

**Ridgewood:** Annual Weekend with families from the West Side Presbyterian Church.

**Croton-on-Hudson:** Overnight with families from Temple Israel.(cancelled)

**Mountain Lakes:** Annual Weekend sponsored by United Nations Committee for U.N. delegates and Metro-International. Highlights: community dinner and square dance, cocktail parties, special performances. The whole town turns out for this one, and the leaves turn color.

**Harlem:** Worship service and dinner with the congregation of Abyssinian Baptist Church. An inside look at an important institution in a black urban community.

**Various Local Communities:** Thanksgiving dinner. Sharing a traditional family gathering and good home cooking. Comfortable first visit to an American home.

**Manheim, Pa.:** Annual Thanksgiving weekend with families from a church in Lancaster, Pa. Four days far from New York in a rural community. Highlights: community dinner, sightseeing in Pennsylvania Dutch Country.

**Hunter College High School:** School visit followed by overnight with families of student hosts. A cross-section of urban lifestyles.

**Ridgewood:** Weekend with families from Emanuel Baptist Church.

**Fairfield County:** International Hospitality Committee sponsored Easter and Memorial Day visits. Sundays near beaches and harbors with affluent suburban families.

**Governors Island:** A day with a Coast Guard family. Touring historic sites in a protected community on an island off Manhattan. Another lifestyle up close.

Remarks

It became clear when two visits had to be cancelled due to inadequate community support that new strategies to recruit host communities and hosts are needed. Non-residential communities, e.g. corporations, clubs, alumni associations, and schools are possibilities.

## 2. COMMUNITY ORIENTATION

### Synopsis

An introduction to any aspect of the life of the people who reside or work in New York can fall into this category of activity. Included are walking tours, cultural events, and visits to cultural, political or business institutions. The programs identify local resources and encourage their use. Students are presented with a forum to discuss their impressions of life in New York and the United States. The theme for many 1985-86 Community Orientation events was "What Makes NYC Run?"

### Rationale

Once housing and other basic survival needs are met, and the student has registered and begun a course of study, it is time to explore the community in which the school and home are located. Not many want to go it alone.

Community Orientation events are a response to international students' cultural and interpersonal needs. They provide information which is second nature to New Yorkers. Enjoyable activities ease anxieties about city life, and spark friendships with New Yorkers and other international students.

Behind-the-Scenes activities especially appeal to people who want to know what makes things tick, and meet others in various walks of life. The staff of Metro-International feels that this kind of curiosity should be encouraged among international students to enrich their understanding of the functioning of the host society. As a result, they will be confronted by fewer surprises or mysteries in day-to-day life and grow to feel more comfortable in the New York area.

## Procedure

A calendar of events is published twice a year, and followed up by individual flyers which can be duplicated and serve as application forms. These are distributed to campus foreign student advisors at member institutions and directly to student members.

When an application is received by Metro-International along with the appropriate fee, a confirmation letter including travel instructions is sent to the participant. In the event that the application cannot be accepted, a letter of regret is sent and the application fee is returned.

## Assessment

Informal verbal evaluations are solicited at the end of every program. Evaluation forms are sent to participants of new programs.

Last Saturday's walking tour was one of my most unforgettable experiences since I came to New York City. Enclosed is the application for another walking tour.

Hironobu Sasano  
Cornell Medical Center student  
from Japan

The program gave me more information about the city which we cannot know by just reading books and magazines.

Miyoko Endo  
Manhattanville College student  
from Japan

..when you just walk around, you tend to ignore a lot of important things around you. But the program made me aware of the things of importance...

Kakinda Mwenesongole  
NYC Technical College student  
from Zambia

It is very difficult (or nearly impossible) to have the same visit without your organization. Therefore, the information acquired is invaluable... I was expecting a much more complex and modern system... I would say that there is a basic idea and feeling of U.S.A. which has been slowly completing itself as a picture...

Mrs. Manuel Contreras  
New York Univ. student  
from Bolivia

It was very informative. I really appreciate it. It is a great effort to make foreigners feel warm in such a huge city. It is quite recomforting. Many thanks.

Romuy Hurtado  
Teachers College TESOL student  
from Venezuela

I hope in our next visit, we visit some modern place, where I hope to see the highest technology achieved by U.S.A.

Lokesh Bommegowda  
NYIT student  
from India

Specific Activities in 1985-86 (See Appendix B for sample applications.)

**Discover New York:** Volunteers lead small groups of newly arrived students through favorite part of town, emphasizing use of mass transportation and survival skills. Maps and other materials distributed at reception at end of day. Supplement to fall campus orientations. Good way to recruit participants for other fall programs.

**Midtown Walking Tour:** Architecturally rich and historically distinct area presented by expert discussing public and private forces which have shaped the district. Organized, informative and enjoyable afternoon in an area students may not see on their own.

**Traffic Operations:** Visit to city agency for behind the scenes look at government agency. Exposure to technology and appreciation for the complexity of running urban systems.

**Mayoral Election:** Visit to League of Women Voters for overview of electoral system and major issues of mayoral campaign; followed by visit to campaign headquarters of major candidates. Introduction to U.S. political system, city politics, and current events.

**Board of Education:** Introduction to public secondary education in NYC by executive in curriculum and instruction. Discussion of strengths and

weaknesses of system, as compared to those of students' countries.

Specially designed to inaugurate Global Classroom Pilot Project. (See Community Service section of this chapter.)

**Post Office:** Behind-the-scenes tour of mammoth central post office.

Exposure to state-of-the-art technology and issues of privacy and security under U.S. law.

**Nutcracker:** A holiday tradition. Enjoyment of New York City's fine ballet company at Lincoln Center.

**New Music Consort:** Renowned contemporary ensemble performs the best of new classical music. Exposure to contemporary culture. Tickets donated by conductor.

**Winter Photographs:** Urban Park Rangers tour through Central Park.

Introduction to park facilities and the beauty of Manhattan.

Energizing and social day.

**City Hall & N.Y. City Council:** Tour of city landmark and taste of N.Y. politics at city council session; followed by meeting with council member at her office. Discussion of current issues. What makes NYC run?

**A Day in Court:** Introduction to judicial and criminal justice systems through brief mock trial and observation of trials in progress. Perry Mason visits the real world.

**Hillcrest High School:** Tour and observation of classes at local high school with student host; and discussion of impressions with principal. Promotes understanding of NY youth, their socialization and concerns; raises issues related to education.

**Signs of Spring:** Urban Park Rangers tour of Central Park awakening to spring. Introduction to park facilities and the beauty of Manhattan.

**JFK Airport:** Behind the scenes at the airport. Requested (and attended) by many students.

**WNYC Radio:** Afternoon at brand new studios of municipal radio station. The media in action; exploration of funding and programming issues.

**Grand Street Settlement:** Visit to a settlement house: community center created to serve the residents of poor immigrant neighborhood. To promote understanding of one response to the diverse needs of a struggling community.

**42nd Street Walking Tour:** Afternoon walk amidst the hustle and bustle, past the United Nations, city landmarks, atriums, hotels, museums, shops, restaurants; including tour of central research facility of public library. Suggestions for other weekend activities to encourage urban exploration.

**Subway System Headquarters:** Visit to Transit Authority for behind-the-scenes look at the way a massive subway system is run. Exposure to technology, workers, and public policy issues.

**Police Precinct:** Focus on crime prevention: visit to local precinct to learn how the force works, and ways in which citizens can protect themselves. To help students cope with concerns related to personal safety.

**Con Edison Power Station:** For engineers only; tour of power station which operates the subways. To meet workers and discuss technology and issues of public utilities in New York.

**Museum Mile Celebration:** A summer spectacle: street festival along Fifth Avenue; free entrance to ten great museums. Introduction to famous art institutions and public partying, New York style.

**Wavehill:** Outdoor exploration with Urban Park Rangers discussing social and

natural history along the Hudson; views from shorefront park and Wavehill's beautiful landscaped gardens. For a breath of fresh air, splash of color, touch of natural beauty, and change of pace.

Remarks

- In 1986-87, few of M-I's general programs will be repeated. (This decision was made somewhat with respect to the students who participated last year, but mostly in order to maintain the interest and enthusiasm of the program director.)
- A larger percent of M-I's programs will take place outside of the city, and will include outdoor physical activity, such as hikes and farm work. This type of program has the advantage of transcending language limitations, and provides a welcome change from the intellectual nature of school work. With programs no longer linked to visits to offices and agencies, activities can take place almost exclusively on Saturdays and Sundays, when more students are free to participate.

### 3. COMMUNITY SERVICE

#### Synopsis

Community Service projects bring together international students and fellow New Yorkers in meaningful, practical endeavors to benefit the city. All projects involve direct contact with New Yorkers, whether as fellow volunteers or as the recipients of students' assistance.

#### Rationale

As explained in the previous section, Metro-International introduces international students to local business, educational, governmental and cultural institutions through its Community Orientation programs. These behind-the-scenes visits give participants a chance to observe and to question. While this type of exposure is valuable, it has limitations. There are few opportunities during these visits for significant interaction with New Yorkers through participation in local community affairs. And it is necessary for international students to have contact with local residents beyond the host-guest relationships of traditional home hospitality programs to feel part of the community.

No matter what the nature of the Community Service project, (whether it be planting flowers in a city park or teaching a 9th grade social studies class,) the primary goal is to deepen a student's understanding of the city -- its neighborhoods, its residents, its energy and its concerns.

This involvement establishes an important link to New York City for international students and gives them a more balanced view of life beyond the classroom walls.

In addition, Metro-International seeks to promote international students as a visible and valuable resource in New York City.

## Procedure

Community Service programs are generally organized as group activities, in very much the same way of all Metro-International events are presented, except there is no application fee. Most projects have been of limited duration, not requiring students to make long-term commitments, and little or no training is required for most service projects. (The exception this year is the Global Classroom Pilot Project, which will be explained later in this section.)

## Specific Activities

**NYC Marathon:** Sixty-five international students volunteered alongside New Yorkers on race day. Students used language skills and knowledge of NY, as interpreters for international runners and their families after the race.

**Flowers in Park:** Planting tulips in newly landscaped city park with other community groups. A lasting and visible contribution to the city.

**Global Classroom:** Individualized program to bring international students into local high school to present their cultures. (See following section.)

## **The Global Classroom**

### Synopsis

The most ambitious project begun by M-I during 1985-86 was the Global Classroom Pilot Project. The Global Classroom is a program which recruits and trains international students and scholars to speak about their countries and cultural heritages to students in public high school social studies, history, political science, and language classes. Nine students individually visited a total of five, geographically diverse public high

schools, which were selected by the New York City Board of Education. They each spoke with at least one ninth grade social studies class.

#### Rationale

As mentioned in Section II of this paper, there is evidence that the prestige accorded one's country influences the cultural adaptation process. When students are invited to speak on their culture, they are given the opportunity to express pride in their heritage and a forum in which to explain aspects of their culture which they may feel are broadly misunderstood.

The program was initiated in order to give foreign students the opportunity to go behind the scenes at a city school, interact with younger New Yorkers, and understand their own culture better by explaining it to others. At the same time, the ninth grade social studies curriculum are enriched. International students have a contribution to make, especially with respect to the education of those who may not have the opportunity to travel overseas. They are excellent resources who often go unnoticed.

Through The Global Classroom Program, Metro-International assists educators who want to avail themselves of this tremendously underutilized resource of international students. At the same time, The Global Classroom Program will help New York's students understand global interdependence and gain insights into customs, traditions and concerns of people from other cultures.

#### Procedure

During the pilot phase of the Global Classroom, students were actively recruited to speak about countries studied in the ninth grade Global Studies curriculum. A training workshop and personal interviews were held for all candidates before school assignments were made. A second workshop

introduced speakers to the teachers with whom they would be working. Upon completion of a supervised presentation, and receipt of a written evaluation, each speaker received an honorarium.

### Assessment

Participants were invited to a dinner to help evaluate the pilot program. Written and oral evaluations were done with speakers, classroom teachers and students.

The response to the Global Classroom has been overwhelmingly positive from all participants. Teachers, international students and the Board of Education not only want to continue the program, but expand it.

They changed my stereotype that high school kids were boisterous and abusive.

Rupert Li  
NYU Law student  
from China

I was able to do a good job of promoting Kenya as a place to visit, be interested in, etc. I enjoyed interacting one-on-one with the students. I enjoyed the experience thoroughly and wouldn't mind doing it again.

Una D'Lima  
Teachers College student  
from Kenya

The best part for me was not the teaching itself, but the observing of the teachers, students, and the atmosphere within the school and the confrontation with the lack of knowledge of Europe/Holland.

Gemma Coumans  
Fulbright Scholar  
from the Netherlands

### Remarks

- More emphasis will be placed on developing closer relationships with three high schools. The decision to limit the number of participating school will support efforts to work with groups of teachers who know how best to utilize the Global Classroom speakers.

The Open Doors Unit of the Board of Education will be liaison with the teachers.

- Each participating high school will designate a day for international students to visit the school. Students will be matched with high school hosts to spend the school day together. These visits are being planned because the first Global Classroom speakers had no firsthand experience with the school system in the United States of the school to which they had been assigned. This made them apprehensive about planning their presentations. By introducing the speakers to the school and students prior to giving their talks, we hope to allay some fears and give speakers a better understanding of what to expect in the classroom.
- In the pilot phase, we limited the speakers to one school visit. However, future speakers can accept more than one assignment. This will give speakers a chance to develop rapport with the students and foster deeper learning, sharing and friendship. Another consideration is that the time constraints of the traditional 50 minute class period often do not allow for in-depth programs.
- An essential part of The Global Classroom for international students is the training. We will require speakers to attend a school visit (described above), a workshop for all new speakers and an individual meeting with the program coordinator. In addition, speakers will be asked to complete written evaluations of their school visits and to participate in a meeting at the end of the school year to assess the program.
- As a component of the pilot project, Metro-International began a resource library of slides, tapes, maps, posters, photographs and

artifacts which speakers can borrow when making a presentation. This library will be expanded.

#### 4. STUDENT MEMBERSHIP

##### Synopsis

International students themselves are beginning to constitute a strong support group for M-I. Two years ago, M-I began an informal student membership program. For a small fee of \$12 (since increased to \$18) per year, students are mailed all program announcements, they receive reduced program fees, and are invited to "members only" activities (Appendix B). Students are issued membership cards as well. Currently there are 165 student members from 60 countries and 40 New York area colleges and universities.

##### Rationale

It is to meet students' interpersonal needs that the student membership program exists.

According to determinist theory, urbanites must compensate for their lack of strong personal relations by turning to formal associations, such as sports clubs and mutual loan societies, to maintain ties to their community and to achieve their ends. (Fischer, 1984, p. 119)

Metro-International may be viewed as an example of such a formal association, providing personal relationship opportunities otherwise absent. Or, as subcultural theorists would argue, strong personal relationships exist equally in urban and rural settings, but are more likely to be formalized in the case of an urban community because the critical mass necessary to support an organization is present.

In any case, foreign students in the New York area have shown an interest in being members of an organization which exists solely to address their needs. At first, many students want to know what Metro-International is, why we offer to help them, who funds the organization, and who runs it.

Occasionally, a student will ask why we don't do more or why we must charge at all, but most express gratitude and amazement that we do so much with so few on the staff. They realize that Metro-International is a small organization which has undertaken a very big job. They want to get more involved.

There is a social aspect to most M-I programs, but students who are motivated to join as members are usually looking for even more extensive social opportunities. For this reason, at least one "members-only" activity is scheduled each semester.

#### Procedure

Student members receive a mailing about once a month. At least two times a year, it includes an invitation to a members-only social activity. Also included may be a newsletter, mention of scholarship or job opportunities, and the regular program announcements.

#### Assessment

As members, students establish a stronger connection with M-I. They are willing to help promote the organization, to volunteer as group leaders, to write for the newsletter, and to provide routine administrative assistance.

I still wonder how you run this organization without any profit. Your work is doing a great help to foreign students. Thank you very much. Keep up the good work.

Marlon Jayawardena  
College of Staten Island student  
from Sri Lanka

Thank you for your letter and membership card. I would like very much to join activities that will enable me to get in touch with American friends and know more about your country, the American people, and first of all, New York and New Yorker. I would also be pleased to do something for the student membership planning committee. I look forward to receiving more information.

Xiuxue Chen  
Columbia Univ. student  
from China

I realize the importance that an organization like Metro-International has, because through its activities, international students have the opportunity to share their experiences of studying and living in NYC with other students that are in similar situations. I definitely want to take part in the prosperity and improvement of M-I in any way I can.

John Medina  
St. Francis College student  
from Costa Rica .

## CONCLUSION

New York area colleges and universities enroll substantial numbers of foreign students, and some of their needs are distinct from domestic students. There are also independent variables which can effect the degree of satisfaction experienced by international students.

A distinctive variable which was introduced in this paper involves the question of the nature of the community in which the foreign student's school and housing are located. The individual's feeling toward the surroundings and relationship with the people and institutions of the community significantly effect the quality of his or her experience overseas.

One of the challenges facing international students in New York is that of adjusting to the New York community. The urban experience in general may be characterized by impersonal, formal and segmented relationships. New York may seem particularly unfriendly and be a lonely place for newcomers. As demonstrated by participants in Metro-International orientation program activities, it is possible to form satisfying relationships and enjoy the benefits of the cultural resources offered by the city.

Metro-International has assisted thousands of international students to become informed about and involved in New York life. In the 1985-86 academic year, M-I's weekly Community Orientation activities answered the question, "What Makes NYC Run?," familiarizing students with various aspects

of city life. Community Visits introduced participants to local people, their ideas, values and lifestyles. Community Service programs went even further toward involving foreign students in the life of the community as experts and active participants. Evaluations revealed that participants formed lasting social relationships with other New Yorkers and other international students, became familiarized with the city's resources, developed insights into the local culture and achieved a greater sense of belonging as a result of M-I's programs.

With reference to the needs identified by Lee, (see Part II of this paper), Metro-International's activities have responded to those relating to daily living, culture and interpersonal issues, while indirectly helping students to progress linguistically. For the purpose of this paper, it was assumed that extracurricular activities, especially those involving native speakers in an English speaking environment encourage ESL students' language acquisition and sociolinguistic insights. For discussion and references to the research pointing to this conclusion, see Joseph Axelrod's "Cross-Cultural Learning: The Language Connection," (Neff, 1981).

M-I does not concern itself with students' academic, financial, employment or post-return needs. Needs related to immigration questions, relationships with faculty and classmates, and individual housing as well are best handled by campus personnel, where possible, as there is a potential for greater frequency of contact and a possibility of finding more immediate solutions.

The author hopes that international students can be encouraged by all in the field to have a positive approach to living and studying in the New York City area. As Lydia Roberts, a student from Trinidad studying at Pace University says, "I've always thought that there is a good side of New York

when one takes time to discover it."

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**APPENDIX A**

## 1985-86 MEMBERSHIP ROSTER

### INSTITUTIONAL MEMBERS

AIESEC	Hofstra University
Adelphi University	Hunter College
Barnard College	Hunter College - Int'l English Language Institute
Baruch College	International House
Borough of Manhattan Community College	Institute of International Education
Carl Duisberg Society Inc.	Iona College
City College of New York	Juilliard School
City University Graduate Center	Kean College
College of Staten Island	LaGuardia Community College
Columbia University - American Language Program	LaGuardia Community College - English Language Center
Columbia University - Earl Hall Center	Lehman College
Columbia University - Foreign Student Office	Long Island University
Columbia University - Graduate School of Business	Lutheran Ministries in Higher Education
Concordia College	Manhattan College
C.I.E.E.	Manhattan School of Music
English-In-Action	Manhattanville College
Fashion Institute of Technology	Martha Graham School of Dance
Fordham University - Lincoln Center	Mercy College
	Nat'l Committee of US-China Relations

National Council of Churches  
New Jersey Institute of Technology  
New School  
NY Institute of Technology  
NY School of Interior Design  
NY University - American Language  
Institute  
NY University - Foreign Student  
Office  
NY University - Graduate School of  
Business  
NY University - School of Education,  
Health, Nursing and Arts Professions  
Pace University - Graduate Division  
Pace University - Foreign Student  
Office  
Parsons School of Design  
Polytechnic University  
Pratt Institute  
Riverside Church  
Rockland Community College  
St. Francis College  
St. John's University  
School of Visual Arts  
Stanley Kaplan Educational Center  
SUNY - College at Old Westbury  
SUNY - Stony Brook  
Teachers College  
Union Theological Seminary

United Board for Christian  
Higher Education in Asia  
World Education Services  
Yeshiva University  
York College

INDIVIDUAL MEMBERS

Leonard Ching  
Clarence Elliott  
Overseas Seminars  
Kenneth J. Forde  
Five Technologies Inc.  
Arthur Galub  
Bronx Community College  
Eugene Goldstein  
Newman, Aronson & Newmann  
Catherine E. Hanson  
IBM  
Rev. Martin Hauser  
St. Peter's Church  
Elizabeth Howard  
Linda Icochea  
Bergen Community College  
Joan Kertis  
Professor Richard Leonard  
Queensborough Community College  
Robert Maynard  
Nina Davis Miles  
Institute of Int'l Education  
Margaret Ellis Miller  
United Nations Int'l School  
Dr. Mary Nilles  
NYC Technical College

James O'Driscoll  
Institute of Int'l Education

Carl J. Saueracker  
Bronx Community College

Hilda Schuster  
Dalcroze School of Music

Mary A. Thompson

Robert J. Vanni  
The New York City Department  
of Cultural Affairs

This listing does not include Metro-International's 144 student members.

# METRO-INTERNATIONAL

666 Broadway -- 9th Floor  
New York, New York 10012  
(212) 533-0544

## Honorary Advisory Council

John Brademas  
President  
New York University

Edward J. Mortola  
Chancellor  
Pace University

George Bugliarello  
President  
Polytechnic University

Joseph S. Murphy  
Chancellor  
The City University of New York

Ellen V. Futter  
President  
Barnard College

Richardson Pratt, Jr.  
President  
Pratt Institute

Bernard W. Harleston  
President  
City College (CUNY)

Donna Shalala  
President  
Hunter College (CUNY)

Alice Stone Ilchman  
President  
Sarah Lawrence College

Michael Sovern  
President  
Columbia University

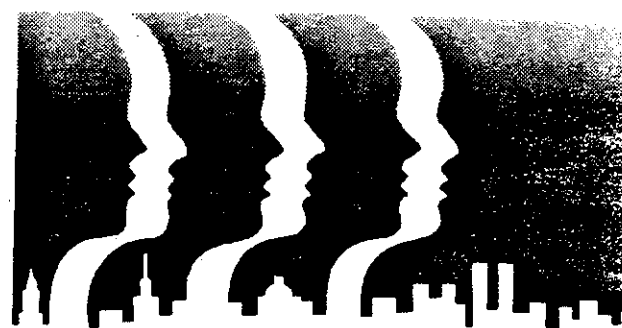
Gerald W. Lynch  
President  
John Jay College of Criminal Justice (CUNY)

Edmond L. Volpe  
President  
The College of Staten Island (CUNY)

January 1986

## APPENDIX B

# Metro-International Membership application



Become a member of Metro-International, an organization of international students in the New York City area. Join us as we explore one of the most exciting, important and complex cities in the world. For millions of people each year, New York is a great place to visit, but for more than 7,000,000 residents, including you, New York is home! Get to know its people and places and have a GREAT time.

As a member, for a \$12.00 membership fee a year, you can:

- DISCOVER a different part of the city almost every week during the school year for little or no cost
- VISIT with families outside of the city for weekends and holidays
- TOUR city landmarks, government offices and cultural institutions
- MEET students from many countries
- ATTEND "members only" parties
- RECEIVE invitations to all activities, the calendar of events and Metro-News
- BUY guidebooks at reduced rate for members

To join, fill in the application form below and send \$12.00 (personal check or money order, available at the Post Office or bank, made payable to Metro-International) to:

METRO-INTERNATIONAL  
356 West 34th Street  
New York, New York 10001

Please call us if you have any questions (212) 695-9458 or speak with your foreign student advisor.

---

Provide the following information by typing or printing neatly. Check your address carefully.

Mr. \_\_\_\_\_  
Ms. \_\_\_\_\_ First Name \_\_\_\_\_ Family Name \_\_\_\_\_

Local Address \_\_\_\_\_

School \_\_\_\_\_ Telephone No. ( ) \_\_\_\_\_

Home Country \_\_\_\_\_ Field of Study \_\_\_\_\_

Things I want to see and do in New York: \_\_\_\_\_


Be sure a check or money order for your \$12.00 membership fee is enclosed.

# DISCOVER NEW YORK!

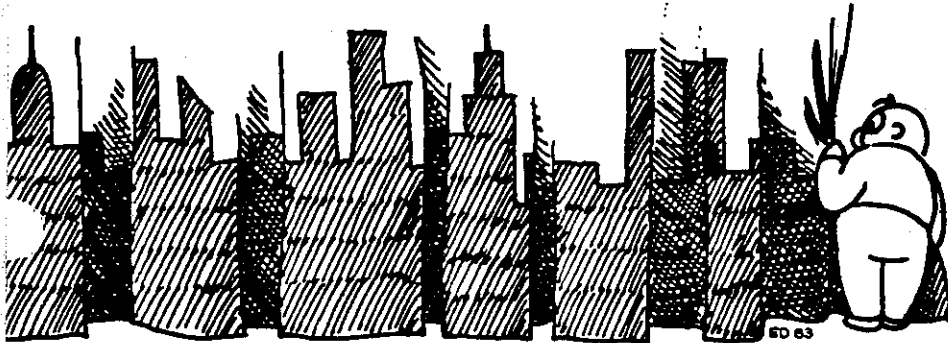
**SATURDAY  
SEPTEMBER 21**

10:00 - 5:00

(RAIN or SHINE!)

- 
- GET THE BIG PICTURE FROM THE TOP OF THE EMPIRE STATE BUILDING!
  - GO DOWN TO THE STREETS FOR THE SIGHTS AND SOUNDS OF THE CITY - GREENWICH VILLAGE - SOHO - CHINATOWN!
  - ENJOY REFRESHMENTS AND DISCUSS CITY LIVING!
  - MEET STUDENTS & NATIVE NEW YORKERS!

\$3.50 includes the Empire State Building, information packets and refreshments.  
Bring your lunch and two subway tokens.



# NEW YORK

BEHIND  
THE  
SCENES

## GLOBAL CLASSROOM

## APPLY NOW TO VISIT A NEW YORK HIGH SCHOOL

As international students, do you find that American students generally know very little about your country and culture? You can be a valuable source of information for many young Americans. Through the Global Classroom Program, you can visit a local high school and talk to the students about your way of life and your views of the United States.

SHARE your culture  
VISIT New York City high schools  
TALK about current issues in your country  
SHOW products and pictures of your land and its people  
MEET New Yorkers

Visits are arranged on an individual basis, at the request of a high school teacher. If you would like to be invited to a ninth grade social studies class to talk to 14 year old girls and boys during the spring semester, return the form below to:

Metro-International  
356 West 34th Street  
New York, NY 10001

Or call us at (212) 695-9458

Just think, you could be the first person from your country that the students ever meet!

PLEASE PRINT CLEARLY-----  
GLOBAL CLASSROOM

Mr.  
Mrs.  
Miss

first name family name

Local  
Address

number & street

apt#

city

state

zip code

Telephone

area code

number

University

Native Country

Field of Study

Are you a member of Metro-International?

( ) Yes

( ) No

( ) No, but I would like information  
about membership

M-I's use only-----

AR

Confirmed

RS

CSS

Cancelled

NS

RIDGEWOOD, NEW JERSEY  
SATURDAY & SUNDAY  
OCTOBER 5 & 6, 1985

# AMERICAN COMMUNITY VISIT

International students! You can spend two days at the home of a family in Ridgewood, New Jersey and experience hospitality American-style. The members of the West Side Presbyterian Church have sponsored this event for over twenty years. Come and be a part of a great tradition.

LOCATION: New Jersey, one hour from Manhattan  
DATE: Saturday & Sunday, October 5 & 6, 1985  
TIME: Depart 2:30 pm, Saturday  
Return Sunday evening  
COST: \$1.00 application fee (send with the application)  
\$5.00 round trip bus fare (pay on October 5)

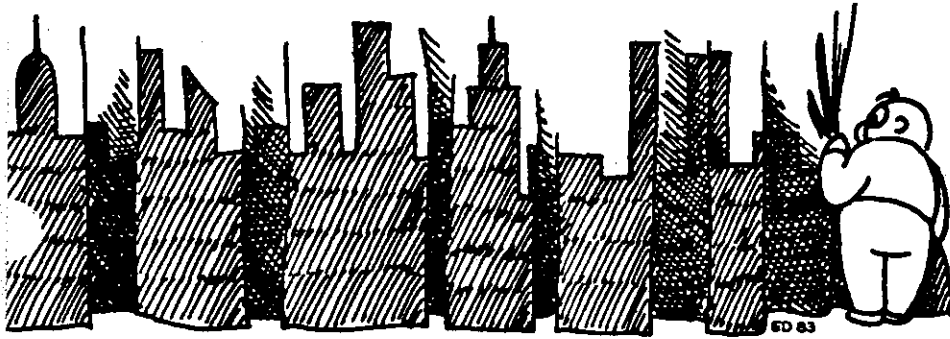
- TO APPLY:
1. Before applying, be sure you will be able to come.
  2. Complete the application (below) carefully and completely.
  3. Ask your foreign student advisor to sign it.
  4. Send the application plus a check for \$1.00 to:

Metro-International  
356 West 34th Street  
New York, NY 10001

We must receive your application by September 25. We will contact you several days before the visit with travel directions, and other information. Please call us at (212) 695-9458 if you have any questions!

PLEASE PRINT CLEARLY

RIDGEWOOD, NEW JERSEY		OCTOBER 5 & 6, 1985	
Mr. _____		University _____	
Mrs. _____		Field of Study _____	
Miss _____		Native Country _____	
first name _____	family name _____	English Comprehension: Level _____	
Local _____		( ) Good ( ) Fair ( ) Poor	
Address _____		Are you a member of Metro-International?	
number & street _____	apt# _____	( ) Yes	
city _____	state _____	( ) No	
zip code _____		( ) No, but I would like information about membership	
Telephone _____	Age _____ Sex _____	— A \$1.00 check is enclosed.	
area code/number _____			
Dietary Restrictions _____			
Special Interests _____			
signature of foreign student advisor _____	date _____		
M-I's use only			
AR _____	CSS _____	Confirmed _____	RS _____
ASC _____		Cancelled _____	NS _____



# NEW YORK

## BEHIND THE SCENES

METRO-INTERNATIONAL ELECTION PROGRAM

SATURDAY, OCTOBER 19, 1985

With the Mayoral election (and other elections for higher office) only weeks away, the American public and media are discussing politics more than usual. Here's a way to find out just what's going on. First, the League of Women Voters, a non-partisan group dedicated to the encouragement of citizen participation in elections, will give a presentation attempting to make some order out of the American election process. Then, we will visit the headquarters of the Republican and Democratic candidates for a firsthand look at how campaigns are run.

LOCATION: League of Women Voters, 817 Broadway  
(near 11th Street in Greenwich Village)

DATE: Saturday, October 19

TIME: 10:00 a.m. to 2:00 p.m.

ADMISSION: FREE

- TO APPLY:
1. Before applying, be sure you will be able to come.
  2. Complete the application(below) carefully and completely.
  3. Send the application to:

Metro-International  
356 West 34th Street  
New York, NY 10001

We will contact you several days before the visit with travel directions, and other information. Please call us at (212) 695-9458 if you have any questions!

PLEASE PRINT CLEARLY-----

### ELECTION PROGRAM

OCTOBER 19, 1985

Mr.

Mrs.

Miss

first name

family name

University

Local

Native Country

Address

number & street

apt#

Field of Study

city

state

zip code

Are you a member of Metro-International?

( ) Yes

( ) No

( ) No, but I would like information  
about membership

Telephone

area code

number

M-I's use only-----

AR

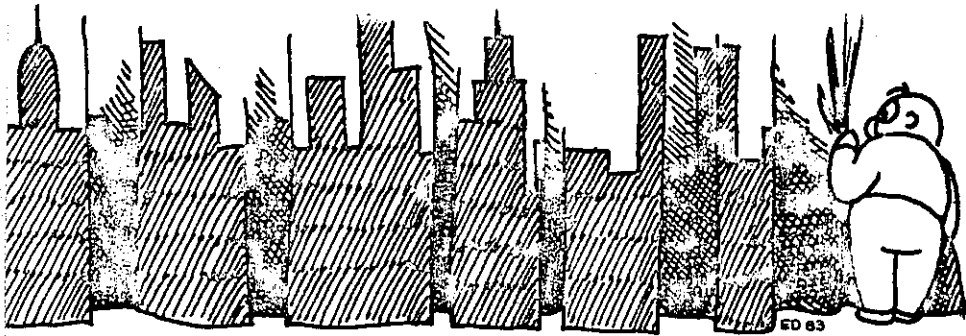
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# NEW YORK

BEHIND  
THE  
SCENES

## MARATHON - INTERNATIONAL HOSPITALITY

SUNDAY, OCTOBER 27, 1985 - ALL DAY

International students! Have you heard about the NYC Marathon? To 22,000 runners and millions of spectators it is a very special annual event. There will be runners from your country who have never been to New York before and cannot speak English. Metro-International will be in Central Park to support these international athletes and provide language assistance to medical teams and friends of the runners. Please join us.

We will be part of a team of hundreds of volunteers in Central Park working to make the marathon a success. Together we will help reunite families and friends, and assist the runners after the race.

Spend the whole day and everything you need (including lunch and a t-shirt!) will be provided. **APPLY NOW!**

- TO APPLY:
1. Be sure you will be able to come.
  2. Complete the application below.
  3. Send it to:

Metro-International  
356 West 34th Street  
New York, NY 10001

Call (212) 695-9458 if you have any questions.

PLEASE PRINT CLEARLY-----

## MARATHON - INTERNATIONAL HOSPITALITY

SUNDAY, OCTOBER 27, 1985

Mr. \_\_\_\_\_

Mrs. \_\_\_\_\_

Miss \_\_\_\_\_

first name

family name

University \_\_\_\_\_

Local

Address \_\_\_\_\_

number & street

apt#

Native Country \_\_\_\_\_

Field of Study \_\_\_\_\_

city

state

zip code

Are you a member of Metro-International?

( ) Yes

( ) No

( ) No, but I would like information  
about membership

Telephone \_\_\_\_\_

area code

number

M-I's use only-----

AR \_\_\_\_\_

Confirmed \_\_\_\_\_

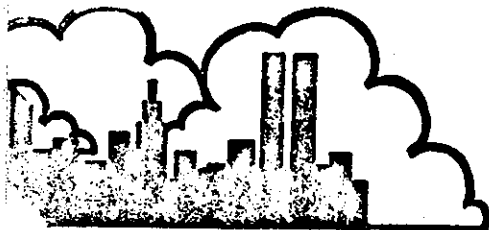
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THANKSGIVING with an  
AMERICAN FAMILY  
NOVEMBER 28, 1985



ED 88

## AMERICAN COMMUNITY VISIT

International students! Celebrate the traditional American holiday of THANKSGIVING as a dinner guest of an American family. The feast is bound to include roast turkey, but even vegetarians will find plenty to eat! Join the fun in a community less than an hour from Manhattan.

DATE: Thanksgiving Day, November 28, 1985

TIME: All day (approximately 9 am - 6 pm)

ROUND-TRIP TRANSPORTATION: Less than \$12.00 depending upon location  
of community

(Pay at the station on November 28)

OTHER COSTS: \$1.00 application fee

- TO APPLY:
1. Be very sure you will be able to go.
  2. Complete application (below) completely.
  3. Ask your foreign student advisor to sign it.
  4. Send the application plus a check for \$1.00 to:

Before November 1: Metro-International - 356 West 34th Street - New York, NY 10001

After November 1: Metro-International - 666 Broadway, 9th Floor - New York, NY 10012

DEADLINE: Friday, November 15

ANY QUESTIONS? Call (212) 695-9458

TRAVEL DIRECTIONS and other information will be sent to you.

### THANKSGIVING DAY

NOVEMBER 28, 1985

Mr.  
Mrs.  
Miss

first name

family name

Local

Address

number & street

apt#

city

state

zip code

Telephone

area code/number

Age

Sex

Dietary Restrictions

Special Interests

University

Field of Study

Native Country

English Comprehension: Level

( ) Good ( ) Fair ( ) Poor

Are you a member of Metro-International?

( ) Yes

( ) No

( ) No, but I would like information  
about membership

\$1.00 enclosed

signature of foreign student advisor

date

M-I's use only

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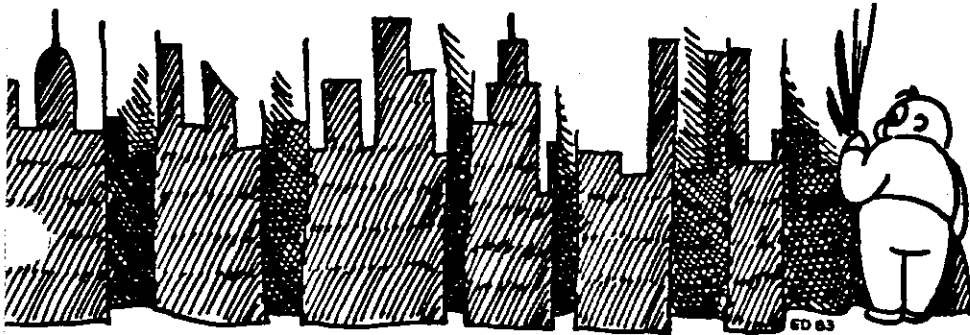
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# NEW YORK

BEHIND  
THE  
SCENES

## COURT VISIT

FRIDAY, DECEMBER 6, 1985

### INTERNATIONAL STUDENTS!

Have you ever been in court? Do you wonder what goes on in an American trial?

Patricia Parker, Director of Court Tours will explain the American judicial system, including the role of the law, the lawyers, the judge and the jury. We will be briefed on criminal and civil cases, have a mock trial, and then observe the actual trial in progress.

Don't miss this opportunity!

DATE: Friday, December 6, 1985

TIME: 10:00 am - 12:45 pm

PLACE: New York State Supreme Court in Lower Manhattan

COST: Free

QUESTIONS? Call (212) 533-0544

- WOULD YOU LIKE TO COME?
1. Be sure you will be able to come.
  2. Complete the application below, and travel instructions will be sent to you at the address you provide.
  3. Send it to:

Metro-International  
666 Broadway - 9th Floor  
New York, NY 10012

\* \* \* \* \*

PLEASE PRINT CLEARLY

### COURT TOUR

DECEMBER 6, 1985

Mr.  
Mrs.  
Miss

first name

family name

University

Local

Address

number & street

apt#

Native Country

Field of Study

city

state

zip code

Are you a member of Metro-International?

( ) Yes

( ) No

( ) No, but I would like information  
about membership

Telephone

area code

number

M-I's use only

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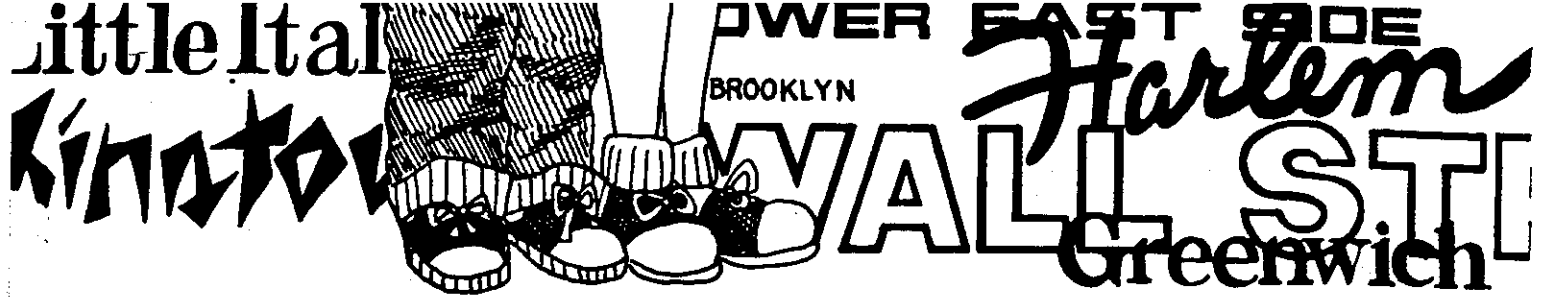
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WALKING TOUR - EAST 42nd STREET

FRIDAY, MAY 2, 1986

**INTERNATIONAL STUDENTS!**

42nd Street, with its special character and vitality, will give us a concentrated view of the cultural and commercial life of the city.

We will start with a one-hour tour of the Main Branch of the New York Public Library. Then we will walk east along 42nd Street, past majestic buildings, city landmarks, restaurants, hotels, museums, shops and people, people, people.

This tour will be a perfect end to the school week. The program will include suggestions for other ways to enjoy a spring weekend.

DATE: Friday, May 2, 1986

TIME: 2:30 pm

PROGRAM FEE: \$2.00 (\$1.00 for members)

**TO APPLY:**

1. Be sure you will be able to come.
2. Complete the application below.
3. Send it along with a check for \$1.00 or \$2.00 to:

Metro-International  
666 Broadway - 9th Floor  
New York, NY 10012

4. We will send you travel instructions.

IF YOU HAVE ANY QUESTIONS, CALL US AT (212) 533-0544.

PLEASE PRINT CLEARLY-----

EAST 42nd STREET - WALKING TOUR

FRIDAY, MAY 2, 1986

Mr.  
Mrs.  
Miss

CHECK IS ENCLOSED \_\_\_\_\_

first name

family name

University \_\_\_\_\_

Local  
Address

Native Country \_\_\_\_\_

number & street

apt#

Field of Study \_\_\_\_\_

city

state

zip code

Are you a member of Metro-International?

( ) Yes

( ) No

( ) No, but I would like information  
about membership

Telephone

area code

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M-I's use only-----

AR \_\_\_\_\_

Confirmed \_\_\_\_\_

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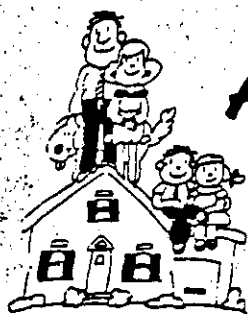
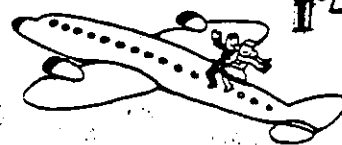
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Seminar On  
**THE AFFORDABLE  
SUMMER VACATION FOR  
INTERNATIONAL STUDENTS**

*Budget Travel Throughout the USA*



*American Home Visit  
Opportunities*

**Thursday, May 8, 1986**

**3:30-5:30 P.M.**

**Loeb Student Center at New York University  
566 LaGuardia Place, Room 409**

**Manhattan**

**Sponsored by:**

**Council on International Educational Exchange (CIEE)  
Experiment in International Living  
International Student Service/YMCA  
Metro International  
NYU Office for International Students & Scholars**

*Questions? Call (212) 533-0544*

# MEMBERS-ONLY PARTY in the PARK



DATE: SEPTEMBER 29, 1985

DAY: SUNDAY

TIME: NOON

LOCATION: TO BE ANNOUNCED



TAKE A BREAK FROM YOUR STUDIES FOR FALL'S FIRST MEMBERS-ONLY PARTY.  
WE HAVE INVITED A PARK RANGER TO LEAD US IN OUTDOOR GAMES (ORIENTEERING).  
IF YOU WANT TO EAT, DRINK, RELAX WITH FRIENDS - - - COME!!

SUNDAY, SEPT. 29, 1985

I WILL BE THERE! PLEASE SEND ME A MAP OF THE PARK, AND DIRECTIONS TO THE MEETING PLACE.

NAME \_\_\_\_\_

TELEPHONE \_\_\_\_\_

ADDRESS \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

SATURDAY~  
MAY 10, 1986

## A MEMBERS-ONLY TRIP...

Dear Member,

We had a wonderful afternoon on March 16 when a group gathered at the Roosevelt House for our pre-spring members-only party. Thanks to all who came and contributed to the feast.

Several people requested that I organize a trip to the Cloisters. They visited on their own, and want to share one of New York's great places with other Metro-International members. Won't you join us?

The Cloisters is a branch of the Metropolitan Museum of Art, with a fine medieval art collection including European architecture, painting, sculpture, stained glass, furniture, metalwork, and weaving from before the 16th Century. Set in upper Manhattan, it is almost as famous for its beautiful natural surroundings, and views of New Jersey and the Hudson River.

I think this will be just the kind of day you had in mind when you joined M-I. I hope you will be with us.

Sincerely,



Stacey Klein  
Program Director

---

\_\_\_\_\_ I would like to go to the Cloisters on May 10.  
Please send travel instructions to:

Name: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Phone: \_\_\_\_\_

**Metro-International**  
**666 Broadway - 9th Floor**  
**NEW YORK, N.Y. 10012**  
**(212) 533-0544**