

AN ABSTRACT OF THE THESIS OF

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(Name) (Degree)

in HOME MANAGEMENT presented on May 5, 1967
(Major) (Date)

Title: MANAGEMENT PROBLEMS AND PRACTICES OF ASIAN
GRADUATE STUDENTS AT OREGON STATE UNIVERSITY

Abstract approved Redacted for Privacy
Martha Plonk

This study explored the management problems and practices of 41 Asian graduate students at Oregon State University. The students were asked to indicate their management problems and practices of food, clothing, and money, their housing conditions, their problems in finding recreation and transportation, and their problems in their academic work and in practicing their religion.

All students were enrolled in the University at the time of the interview. Of the group, 25 were males and 16 were females. Twenty-eight were working for their Master's degrees and 10 were working for a Doctor's degree; three students were taking graduate courses but not working for degrees.

When the students were asked about their food management problems and practices, 35 students indicated that they prepared their own meals, while three students ate with American families,

two ate in boarding houses, and one in a cooperative.

More than half of the 35 students who cooked their own meals planned them depending on what they had on hand in kitchen cabinets and in the refrigerator. Over one-half of these 35 students shopped for food once a week; however 19 made no shopping list of groceries to buy.

Twenty-one of the 41 students had received or were receiving native foods from their own countries. Twenty-two of the 35 students who prepared their own meals shopped in other cities for native foods in addition to shopping regularly in the University community.

Lack of time was the management problem most often mentioned by the 35 students who cooked their own food. Of the 41 students, 66 percent had adopted an American type of breakfast and 60 percent had adopted an American type of lunch. The two common food problems indicated by the students were that they wanted more native foods and the cost of food was expensive.

More than half of the students wore the same clothes to school in the United States as they wore in their home countries. Twenty students had received clothes from home. Students had purchased clothes in the United States as they needed them or on sale days.

Most of the students laundered clothes once a week in their own living quarters where they used the coin-operated washing

machines. Ironing was done irregularly by the majority of the students.

The most common problems the students had with clothing were that clothing in the United States was expensive and that they had difficulty in finding the right size of clothes.

Most of the students lived in apartments, either alone or with other students and friends. The most frequently mentioned housing problems were that space was inadequate and the heating system was poor.

Twenty-seven of the 41 students made no plans for the use of their money, and only 16 students kept lists of expenditures. Ninety percent of the students had money in the bank, with 46 percent of them having both checking and savings accounts.

Problems with academic work centered around understanding lectures. Transportation in the United States did not seem to be a problem to 26 students. Ten students reported owning cars. Almost half of the students felt medical care was expensive. Another problem was the lack of time for recreation which was mentioned by 23 students.

In terms of practicing their religion, only five students indicated that they had a problem in practicing their religion in the United States.

Management Problems and Practices of
Asian Graduate Students at
Oregon State University

by

Felita Nacino Salcedo

A THESIS

submitted to

Oregon State University

in partial fulfillment of
the requirements for the
degree of

Master of Science

June 1967

APPROVED:

Redacted for Privacy

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Date thesis is presented May 5, 1967

Typed by Gwendolyn Hansen for Felita Nacino Salcedo

ACKNOWLEDGEMENT

Sincere thanks are extended to my adviser Miss Martha Plonk, Acting Chairman of the Home Management Department at Oregon State University, who has patiently guided me in this piece of work and to two other members of the examining committee, Mrs. Marian Carlin, Associate Professor in the Family Life Department, and Mrs. Harriet Sinnard, Assistant Professor in the Home Management Department.

I am deeply indebted to the members of the Oregon Federation of Business and Professional Women whom I owe so much for the Oriental Scholarship they awarded me which has made possible my working for a Master of Science degree in Home Management. To the Dean of the School of Home Economics, Dr. Betty Hawthorne, and to Dr. Margaret Fincke, Head of the Foods and Nutrition Department, who recommended me for the scholarship, I am heartily grateful.

Sincerely thanks are also given to the 41 Asian students who took part in the study, to my English critic, Mrs. Mary Gray, and to my typist, Mrs. Robert Hansen.

Lastly, endless thanks and gratitude are given to my parents, brothers, and sisters in the Philippines who through their emotional support have given me strength and inspiration to carry on this endeavor.

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MANAGEMENT PROBLEMS AND PRACTICES OF ASIAN GRADUATE STUDENTS AT OREGON STATE UNIVERSITY

INTRODUCTION

Most individuals engage in some kinds of activities in their daily lives in order to maintain themselves. Many individuals live in homes where such activities as preparing meals, eating meals, caring for clothes, cleaning the house, and other activities take place as a part of daily living. Coordination of these activities requires management.

Thus, home management has been defined by Gross and Crandall (1963) as a "mental process through which one plans, controls, and evaluates the use of family resources in order to achieve family goals." Goodyear and Klohr's (1965) definition of home management adds the concept of values. These authors define home management as "those processes that enable individuals and families to realize their values and achieve their goals through effective use of resources."

Each of us has resources which serve as a means to reach our goals. The amount and quality of the resources vary from one individual to another. Two authors (Gross and Crandall, 1963) have divided resources into human and non-human. They classify skills, knowledge, energy, interests, attitudes, and abilities as human

resources, and, money, time, material goods, and community facilities such as schools, churches, recreation centers, and financial institutions as nonhuman resources. These resources are used to accomplish our goals.

The way a person manages is affected by the amount and kinds of resources available to him, by his goals, by his standards, and by his values. Moreover, his use of such resources is affected by the environment in which he lives.

The purpose of this exploratory study is to examine some of the management problems and practices of foreign graduate students from Asian countries at Oregon State University. A main concern is finding out the adjustments made by foreign students when they come to the United States. It is thought that these students may have to make adaptations in food and clothing practices. Probably a number of them have not had the experiences of cooking for themselves, of washing clothes, and of ironing since many people in Asian countries, at least those families who have sons and daughters who come to the United States, hire maids to do the household work for them. It is often cheaper to pay servants to do the job rather than invest in expensive household appliances.

Asia is a continent where religion takes many forms. There are Buddhism, Hinduism, Christianity, Islam, and other forms of religion, and some of these religions have definite food practices.

Some Indians who are Hindus do not eat pork or beef or may not eat any meat at all. Also peoples in different countries eat certain kinds of food: curry for the Indians, noodles for the Chinese, chili for the Thais, sukiyaki for the Japanese, and roasted pork for the Filipinos.

Supermarkets are rarely seen in Asian countries. Shopping or buying food, clothing, and other household items takes the form of bargaining with vendors in the market; in some places, certain days are designated as "market days." People have to buy enough food to last them during the days when markets are closed.

The climate in many Asian countries where the foreign students who attend Oregon State University live is either warm or mild. This is why cotton clothes and light-weight materials are usually worn for clothing. In countries where the climate gets very cold, people wear woolen or heavy clothing.

Living in the United States and studying at the same time present a challenge to foreign students. Almost always one has to "paddle his own canoe" if he is to live here. He has to get himself adequately fed and comfortably clothed, spend his money wisely, and have some time for recreation; yet he must not neglect his studies.

With these challenges, the big questions that one would likely pose are these: "How does a foreign student manage in the United

States?" and "What adjustments does he or she make in order to live here and get things done?"

Specifically, the objectives of this study are the following:

1. To learn food, clothing, and money management practices of foreign students,
2. To learn about their housing conditions and their problems with them,
3. To learn what changes they have made in their management practices in order to adjust to the living conditions in the United States, and
4. To learn about the management problems these students encounter in their daily living.

REVIEW OF THE LITERATURE

In a review of the literature, the author found one study on how foreigners in the United States managed their homes. Deshpande (1964) explored the changes in homemaking activities of 25 couples from India who were living in the United States. She asked the couples to compare the home management practices they had used in India with those they used in the United States. Some of her findings follow:

In most cases, the couples had joint bank accounts in the United States. There seemed to be a greater feeling of closeness and a stronger desire to want to share things between couples here than in India. Couples often shopped together for their groceries in the United States. However, in India, shopping for food was done by males. Laundry in India was usually done by the dhobi, except for children's clothes which were washed by the servant. A dhobi is a man or woman who comes to the house to launder clothes. In the United States, the men's shirt were sent to the laundry in most cases. There were about an equal number of wives who did the laundry alone and the husbands and wives who did it jointly.

One striking change the researcher found in the study was that the couples seemed to have adopted the breakfast habits of the United States. Moreover, they ate sandwiches for lunch. Only in the

evening did they serve Indian meals.

The couples reported that house cleaning was the most time-consuming activity in the United States. There were reasons offered by the author why this was so: 1) almost all of the wives had not been used to cleaning the house in India; 2) ready-mix food in the United States made cooking of meals much easier; and 3) the cleaning of the house in India was done almost twice every day. The majority of the wives were in favor of using the long-handled broom for cleaning the house and the upright stove for cooking. In India, the stove was only slightly raised from the floor and the women sat when they cooked. Usually short-handled mops were used for cleaning.

Although the couples had made changes in some activities at home, the group was not sure whether they would carry on these changes when they went back to India.

METHOD AND PROCEDURE

As outlined earlier, the purpose of this study is to examine the management problems and practices of foreign graduate students in the United States. The students were asked about their food, clothing, and money management practices, about their housing conditions, about their problems in finding transportation and recreation, about their problems with academic work and practicing their religion.

Selection of the Sample

Two criteria were used for a student to be selected for the study: one, he or she must be a graduate student at Oregon State University from an Asian country, and two, he or she must be willing to cooperate in the study.

A list of foreign students was obtained from the Office of International Education of the University. Names that seemed to meet the above criteria were selected from the list. Since the author knew many students from Asia who met the criteria for interviewees, she selected those she knew and, in addition, interviewed other Asian students whose names she picked from the list.

Collection of the Data

The author interviewed all the respondents. At first, the plan was to send questionnaires to the students by mail, but after pre-testing the questionnaire twice, this method was discarded as it did not get information needed for the study. So, the face-to-face interview was chosen since this proved to be an effective method for collecting data.

The initial contacts to arrange the interview were made either by telephone or personal contacts with the students. Students who refused to grant interviews were marked off the list to avoid calling them or asking them again for appointments.

Of the 45 students contacted by telephone or through personal contacts, four students refused to be interviewed. Three other students on the list could not be contacted at their residences. There were 41 students in all who were interviewed. This was 25 percent of the entire population of Asian graduate students who were enrolled at the University at the time the interviewing began.

The interview schedule (see Appendix) was used to record data given during the interview. Except for questions about demographic data, they were open-end. The author used some guide questions to help her get detailed answers to these open-end questions.

The length of the interview varied depending on how well the interviewee understood the questions and how well he expressed his ideas. The shortest interview was 30 minutes, and the longest was one and one-half hours. The interviews were done between

November 5, 1966 and January 9, 1967.

Interviews were held in various places: in students' homes, in the library, in the student union, in offices, and in the author's house.

Treatment of the Data

Frequency distribution of the students' responses on specific items was used in all the tables. The number and percentages of the students' responses were presented in tables.

RESULTS AND DISCUSSION

Description of the Sample

The students who were interviewed for the study are described in this section. A total of 41 students were interviewed and questions were asked about food, clothing, shelter, finances, religion, recreation, transportation, and academic work.

Countries From Which Students Came

The 41 students interviewed come from eight Asian countries. Thirty-six percent of the students come from Southeast Asia from the countries of the Philippines, Thailand, and Indonesia. Twenty-five percent of the students come from Southwest Asia from the countries of India and Pakistan; while 39 percent of the students come from Central and Eastern Asia, from Japan, Taiwan, and Hongkong (Table 1).

Table 1. Countries Represented in the Study

Country	Number	Percent
Thailand	11	27
Taiwan	9	22
India	8	20
Japan	6	15
Philippines	3	7
Pakistan	2	5
Indonesia	1	2
Hongkong (British Crown Colony)	1	2
Total	41	100

Sex and Marital Status

Twenty-five of the 41 students were males and 16 were females. The majority were single students. Seven of the 11 married students were living with their families at the time of the interview. The four remaining families were still in their native countries (Table 2).

Table 2. Marital Status and Sex of the Students

Sex	Single Number	Married Number	Divorced Number	Total Number
Male	16	8	1	25
Female	13	3	-	16
Total	29	11	1	41

Parents' Occupation

The students were asked to give the occupation of their parents. For the fathers' occupations, the students reported the following: nine were in sales, eight each were in clerical and professional positions, four each were in managerial and service jobs, and three were in farming. Five students reported that their fathers were deceased (Table 3).

Most of the mothers, in fact 86 percent, were homemakers. Only four students reported their mothers worked in the paid

labor force.

Table 3. Occupations of Fathers and Mothers of the Students

Father's Occupation	Number	Percent	Mother's Occupation	Number	Percent
Sales	9	21	Housewife	35	86
Professional	8	20	Professional	2	5
Clerical	8	20	Managerial	1	2
Service	4	10	Sales	1	2
Managerial	4	10	Deceased	2	5
Farming	3	7			
Deceased	5	12			
Total	41	100		41	100

Religions of the Students

About three-eighths of the students were Buddhists, while over one-fourth were Christians. Seventeen percent of the students practiced the Hindu religion. The Islam religion was practiced by seven percent of the students (Table 4).

Table 4. Religions of the Students

Religion	Number	Percent
Buddhism	15	37
Christianity	11	27
Hinduism	7	17
Islam	3	7
Other (Zoroasterianism and Tenrikyo)	3	7
None	2	5
Total	41	100

Major Schools of the Students

Students were asked to indicate the schools of their major fields. Thirteen students were enrolled in the School of Science and 12 were enrolled in the School of Agriculture. The next largest group, eight, were enrolled in the School of Engineering. The other schools mentioned were Home Economics, Humanities, Education, Forestry, and Business and Technology (Table 5).

Table 5. Major Schools of the 41 Students

School	Number	Percent
Science	13	33
Agriculture	12	29
Engineering	8	20
Home Economics	3	7
Humanities	2	5
Education	1	2
Forestry	1	2
Business and Technology	1	2
Total	41	100

Degrees Students Were Working Toward

Twenty-eight of the students were working for the Master's degree, while 10 were working for their Doctor's degrees. The other three were special students who were not working toward degrees. None were undergraduates by definition.

Courses Taken by the Students

Of the group of students interviewed, 20 were taking only course work at the time of interview. Four were working on their theses, while 15 of them were enrolled both for thesis and some course work. Two students reported that they were reviewing for their oral exams for Master's or Doctor's degrees.

Years When Students Expected to Finish Their Degrees

More than half of the students expected to get their degrees in 1967. Twenty percent expected to get their degrees in 1968. Three students said that it would take four or five years more before they would finish their degree. These students were working for their Doctor's degrees. Two students expected to get their degrees during the term they were interviewed (Table 6).

Table 6. Years When Students Expected to Finish Their Degree

Year	Number	Percent
Fall 1966	2	5
1967	22	54
1968	8	20
1969	2	5
1970	2	5
1971	1	2
Special students	3	7
Not noted	1	2
Total	41	100

Number of Years Students Had Been in the United States and
the Number of Years They Expected to Remain Here

One-third of the students had lived in the United States less than a year. Two-thirds of them had lived here more than a year. Of the group who had been here over a year, seven students had lived in the United States for more than four years (Table 7).

Table 7. Number of Years Students Had Been in the United States and Number of Years They Expected to Remain Here

	Years in United States		Years Expected to Remain Here	
	Number	Percent	Number	Percent
Less than 12 months	13	32	9	22
12 - 23 months	11	27	7	17
24 - 35 months	7	17	15	37
36 - 47 months	3	7	4	10
48 - 59 months	5	12	3	7
Over 60 months	2	5	2	5
Not noted	-	-	1	2
Total	41	100	41	100

About 60 percent of the students expected to remain in the United States for more than two years, while over one-fifth of them planned to stay for less than a year more. Seventeen percent of the students expected to remain in the United States over a year but less than two years.

Sources of Financial Support

Table 8 shows the sources of financial support of the students. Thirty-four percent had received scholarships, while 39 percent had received assistantships. Over one-fifth of the students received support from their parents (Table 8).

Table 8. Sources of Financial Support of the Students *

Source	Number	Percent
Scholarship: U. S.	10	24
Own country	4	10
Assistantship: Teaching	4	10
Research	12	29
Family from own country	9	22
Present part-time job	6	15
Savings from vacation work	6	15
Receiving salary from job in own country	6	15
Borrowings	1	2
Relative in United States	1	2

* Several students indicated more than one source of support.

Amount of Money Received Each Month

The amount of income received by the students ranged from \$80 to \$366 per month for the 38 students who answered this question. Over one-third of them received between \$131 to \$180. One-fifth received less than \$130; however, one fifth of the students

received between \$231 to \$280 per month (Table 9).

Table 9. Money Received Each Month By the Students

	Number	Percent
Less than \$130	8	20
131 - 180	15	37
181 - 230	5	12
231 - 280	8	20
Over \$281	2	5
Not noted	3	6
Total	41	100

Food Management Problems and Practices

The 41 students were asked about their food management practices in the United States. They were asked to give changes they had made in their food habits and to indicate their problems in getting adequate and satisfactory food.

Number of Meals Eaten a Day

When asked how many times a day they ate meals in the United States and in their countries, 32 students indicated they ate three meals a day here; however, 30 students ate three meals a day in their own countries. Only six students changed the number of meals they ate a day (Table 10).

Table 10. Number of Meals Eaten a Day

Number of Meals During the Day	Own Country		United States	
	Number	Percent	Number	Percent
2	2	5	5	12
3	30	73	32	79
4	5	12	1	2
5	4	10	2	5
6	-	-	1	2
Total	41	100	41	100

Time of Day When Heavy Meals Were Eaten

In the United States, 37 students had their heaviest meal in the evening. Only six students changed the hour of the day when they ate heavy meals. Among these six students who changed the hours for their heavy meals, three students who had two heavy meals in their home countries had only one heavy meal now; two students who had one heavy meal in their native countries had two heavy meals now; however, the student who was eating three equal meals in his country was having one heavy meal and two lighter meals in the United States (Table 11).

More than 70 percent of the students did not show any change in either the number of meals they ate during the day or the hours of the day they ate those meals.

Table 11. Time of Day When Heavy Meals Were Eaten

Meal	Own Country		United States	
	Number	Percent	Number	Percent
Evening meal	31	76	37	91
Noon and evening meals equal	7	17	3	7
Noon meal	2	5	1	2
All meals equal	1	2	-	-
Total	41	100	41	100

Changes in Foods Eaten For the Morning and Noon Meals

Some of the students changed the food they usually ate at noon. About 60 percent said that they adopted an American lunch of sandwich, soup, and beverage. In their own countries, rice was usually served at lunch with meat and vegetable dishes.

Two-thirds of the students also changed the food they ate for their breakfast meals. In their countries, they "usually" had rice or some native breakfast food products, whereas in the United States, many of them adopted the American breakfast foods such as cereal, eggs, milk, fruit, fruit juice, and coffee.

The changes made regarding the foods eaten for breakfast and lunch suggest that time was a factor in preparing these meals since students claimed that they had "very little time" to prepare their own native meals. It should be recognized, however, that some native foods are not easily found in the supermarkets of Corvallis. But

even then, most of the students said that it takes a lot of time to fix their own native food (Table 12).

Table 12. Students Who Changed Breakfast and Lunch Meal Patterns

	Breakfast		Lunch	
	Number	Percent	Number	Percent
Changed foods eaten	27	66	24	59
Did not change foods eaten	14	34	17	41
Total	41	100	41	100

Persons With Whom Meals Were Eaten

About 85 percent or 35 students cooked their own food. Of the students who prepared their own food, half cooked alone. Six students did not prepare meals. Two of these students lived and ate with American families. They indicated that they were treated as "part of the family" and that they were privileged to eat anything they liked in the refrigerator. Another student ate lunch and dinner with an American family, but lived in an apartment. Two students ate in boarding houses, while one took his meals at a cooperative (Table 13).

Table 13. Persons With Whom Meals Were Eaten

	Number	Percent
Alone	17	42
With other friends	11	27
With own family	7	17
With American family	3	7
Boarding house	2	5
Cooperative	1	2
Total	41	100

Receiving Native Food From Home

Since foreign students were not used to eating American foods, it was anticipated that they would find a way to eat their native food if possible. Of the group interviewed, more than half of the students had received or were receiving native food products from their home countries. Fourteen indicated that their families sent some food products without the students asking. Some students wrote their parents and asked for native foods. Only one student received a regular supply of food from his country. From a psychological point of view, one might wonder if sending food to the student was the family's way of maintaining ties with an absent member (Table 14).

Table 14. Receiving Native Food From Home

	Number	Percent
Received food	21	51
Family sent food	14	34
Student requested food	7	17
Did not receive food	20	49
Total	41	100

Native Foods Received From Home

The following is a list of native foods students indicated they received from their families:

India:	Tea Coconut Flour Diet foods Canned foods
Japan:	Sea foods Spices
Philippines:	Coconut candy Fruit juice Noodles Canned meat Native cake mix
Thailand:	Curry Hot sauce Chili Other seasonings
Taiwan:	Candies Desserts Noodles Other seasonings

Amount of Money Spent For Food Each Month

Table 15 shows the amount spent for food by the 41 students. On the average, single students spent \$40.03, and married students spent \$62.02 for food each month. The students who spent the larger amounts on food either lived with their families or frequently entertained friends, or both. All the families spent over \$50 a month for food.

Table 15. Money Spent For Food Each Month

	Number	Percent
Under \$30	12	30
31 - 45	11	27
46 - 60	12	29
Over \$61	6	14
Total	41	100

Moreover, four of the six students who were boarding paid more than \$50 each a month for their food. These students made a monthly cash payment for their meals. However, two students worked for their meals.

Setting Aside Money for Food

Twenty-six of the 41 students did not set aside a definite amount of money to spend for food, but 15 did. The students who

did not set aside a definite amount of money for food kept their money in a lump sum; whenever they went shopping for their food, they took money from this amount and spent it without considering how much they should spend for food. Those who regularly set aside a definite amount of money for food did so at the beginning of every month or whenever they received their income. Eleven of the 35 students who cooked their own food set aside a definite amount of money for food.

Of the six students who did not prepare their own meals, four set aside a definite amount of money for their meals; the other two worked for their board and did not set aside money.

Problems With Getting Fed

Thirty-four of the 41 students mentioned problems in getting fed. Thirteen reported only one problem; 14 students reported two problems; five students reported three problems; but two students indicated they had more than four problems with food.

Eighteen of all students desired native food for their meals; 12 students felt that food was expensive.

Of the 35 students who prepared their own meals, 19 mentioned that they did not have enough time to prepare their meals, especially the noon meals. If they had more time, they indicated that they would like to prepare meals using their native recipes.

Other problems indicated by these 35 students were that they did not know how to vary meals, disliked cooking, wanted more fresh meat and vegetables, and could not find food which their religion required (Table 16).

Table 16. Problems With Getting Fed

	Number	Percent
Did not have enough time to prepare meals	19	47
Wanted native foods for meals	18	44
Found food expensive	12	29
Did not know how to vary meals	9	22
Disliked cooking	3	7
Wanted more protein to be served	1	2
Desired more fresh meat and vegetables	1	2
Could not get food which religion required	1	2
Had no problem with food	7	17

Four of the six students who ate with American families or in boarding houses said that they would like more native foods to be served to them. One student who ate in a cooperative wished that there were more protein foods and more fruits and vegetables served to him.

Food Management Practices of Students Who Prepared Their Own Food

The following section discusses the food management practices of the 35 students who prepared their own food. Data in Tables 17 through 25 were based on responses of the 35 students preparing

their own foods.

Frequency of Shopping for Groceries

Nineteen of the 35 students shopped for their food once a week. However, eight bought their groceries any time, that is, when they ran out of groceries. Eight other students had a variety of patterns for shopping, varying from every day to once in two weeks (Table 17)

Table 17. Frequency of Shopping

	Number	Percent
Once a week	19	54
Any time	8	23
Three to four times a week	4	11
Once in two weeks	3	9
Every day	1	3
Total	35	100

Persons Who Did the Shopping

Fifteen of the students shopped by themselves for their groceries. Ten students bought their food with their friends. A friend with a car may take one or more students for a shopping trip downtown or to a shopping center. Of the married students living with their spouses, about an equal number of wives and husbands shopped for the food. If the family had a car, the husband drove the wife to the grocery store or accompanied her but the "responsibility"

for shopping was entrusted to the wife.

Students who cooked in groups indicated that they either took turns shopping for their food or they all went shopping together (Table 18).

Table 18. Persons Who Did the Shopping

	Number	Percent
Shopped alone	15	42
Shopped with friends or groupmates	10	29
Shopping done by wife	4	11
Took turns with groupmates	3	9
Shopping done by husband	3	9
Total	35	100

Making a Shopping List

Although more than half of the student shopped every week, it is interesting to note that more than half of them did not make a list of food they planned to buy. "We have them in mind" or "We just go there and see what things we should buy" were the common answers indicated when asked if they ever made lists. Only twenty-nine percent of the 35 students reported that they always made a list when they shopped for their groceries (Table 19).

Table 19. Making a Shopping List

	Number	Percent
Made no list	19	54
Made a list sometimes	6	17
Always made a list	10	29
Total	35	100

Transportation for Grocery Shopping

Although only 10 students had cars, more than half of them travelled by car to shop. All the students who had cars prepared their own meals. Students who did not have cars had friends who helped them get to the grocery stores. Eleven students reported they walked to grocery stores to buy their food (Table 20).

Table 20. Transportation for Shopping Food

	Number	Percent
Travelled by automobile	21	60
Walked	11	31
Walked or rode bicycle	2	6
Walked or travelled by automobile	1	3
Total	35	100

Places Where Shopping for Groceries Was Done

Most of the shopping for food was done in the Corvallis

supermarkets, either downtown or in the residential areas. The students mentioned that they selected stores because they received trading stamps, they found prices were lower, and they liked the varieties of food found in these stores.

Planning for Meals

More than half of the students who cooked their own meals indicated that they planned their meals, "depending on what's in the refrigerator." This means that no preplanning of each meal was done.

Among the five married students whose wives prepared meals for them, two wives prepared meals depending on what's in the refrigerator, one planned right before cooking, and one planned meals for one day. One wife had a menu cycle for two weeks (Table 21).

Table 21. Planning for Meals

	Number	Percent
Depended on the food in the refrigerator	20	57
Planned right before cooking	6	17
Planned meals for one day	5	14
Bought food familiar with and knew how to cook	2	6
Made written plans for one week	1	3
Wife used menu cycle for two weeks	1	3
Total	35	100

Cooking Meals

Seventy-one percent of the 35 students cooked only enough food for one meal. About 20 percent cooked food to last for more than one meal. They cooked rice, meat, and vegetables and reheated the food the next meal. This was a way of saving time spent in cooking. However, some students cooked rice every meal (Table 22).

Table 22. Cooking for Meals

	Number	Percent
Prepared only enough food for one meal	25	71
Prepared enough food for that meal and several other meals	5	14
Sometimes prepared food for one meal only	3	9
Prepared enough food for that meal and for several meals except rice	2	6
Total	35	100

The students who cooked food to last for more than one meal reported that they usually cooked the food in the evening. This was indicated by five of the students. One student cooked her food just before she went to bed, while one student prepared it after her noon meal.

Arrangements Made by Students Who Cooked in Groups

Not all students who cooked in groups came from the same

country. Although nine of them did, one student belonged to a group which was composed of a Hawaiian girl and a Philippine girl. Still another student belonged to a group which was composed of three Americans, two Japanese, and one Chinese. This last group managed to eat together by cooking mostly American foods. Sometimes, they served Japanese dishes and very rarely Chinese dishes.

Most cooking in these groups was done by using a schedule. For nine of the students, each member of the group had definite days and times when they cooked. Only two students indicated that they did not have such arrangements in their groups--"It all depends on who liked to cook certain foods." Usually the one who did the cooking was not expected to wash the dishes.

A little more than three-fourths of the students prepared food with their own native recipes. Less than 10 percent of them prepared meals with some combinations of foreign recipes such as American and Philippine recipes, Chinese and Thai recipes.

Cities Where Native Foods Were Bought

Another way in which these foreign students got a taste of their native food was to go to Portland where more native products are available and to buy native food products from specialty grocery stores. The common food products purchased were curry, fish sauce, soy sauce, chili, noodles, and other special spices. Eugene

was also often visited by the students shopping for native foods. Other cities mentioned where native foods were purchased were Seattle and San Francisco. Students shopped in more than one city.

Thirteen students who cooked their own food indicated that they did not go to other cities to shop for native foods. They reported that they bought some native foods from the grocery stores in Corvallis (Table 23).

Table 23. Cities Where Shopping for Native Food was Done

	Number	Percent
Portland	20	57
Eugene	9	23
Seattle	2	6
San Francisco	1	3
Cooking but shopped only in Corvallis	13	37

Frequency of Shopping for Native Foods

There was no regular schedule for shopping for native foods in the cities. Most of the 35 students indicated that "It depends on when some friends are going there." As noted earlier, only 10 of these students had cars. The frequency of going to these cities varied from once a year shopping to shopping at least once a month. One student ordered food by mail from San Francisco.

Other ways in which foreign students got a taste of their native

food was to be invited to eat with friends who cooked the native foods or to go to restaurants where native dishes were served.

Places Where Cooked Food Was Stored

The 35 students who cooked their own food were asked where they stored their cooked food. Most students reported using the refrigerator in which to store their cooked food; however, 19 students reported using only their refrigerators. The other 16 students stored food in other places, aside from the refrigerator.

The other areas for keeping cooked food were inside the oven, inside the kitchen cabinets, on top of the stove, on top of the kitchen table, on the radiator, and in the pantry (Table 24). Some students kept their cooked food in more than one place.

Table 24. Where Cooked Food was Stored

	Number	Percent
Refrigerator	31	89
Range oven	5	14
Kitchen range	4	11
Table	3	9
Kitchen cabinets	2	6
Radiator	1	3
Pantry	1	3

Ways of Dividing Food Costs of Students Who Cooked in Groups

Students who were cooking in groups had different ways of dividing the costs of their meals. Of the 11 students who cooked with others, eight settled their expenses immediately after shopping or before any shopping was done again. Two of them kept their grocery bills and settled them at the end of the month. However, one student said that his group settled its accounts weekly.

Foods In the Refrigerator

The 35 students were also asked to indicate the kinds of foods they had in the refrigerator. All except two of the 35 students had meat in their refrigerators. The two students who did not have meat were strictly vegetarians. Eighty-nine percent of the students had milk; 94 percent had fruits in the refrigerator. All of the 35 students had vegetables stored there.

Slightly over 85 percent of the 35 students had chicken in the refrigerators and 60 percent had pork stored there. Fifty-four percent reported having beef in the refrigerator at the time of the interview. However, only 43 percent of the students mentioned having fish in their refrigerators.

Sixty percent of the students were storing cabbage and carrots in their refrigerators. Other vegetables which more than 50 percent

of the students had in their refrigerators were onions and lettuce.

Seventy-four percent of the students mentioned eggs stored in the refrigerator. However, 37 percent had stored butter there. Only 31 percent had cheese in their refrigerators.

More than half of the students had apples in the refrigerator; 49 percent had stored orange juice, while 46 percent had grapes there. It is surprising to note that while Americans do not store bananas in the refrigerator, three-eighths of these 35 foreign students were storing them in their refrigerators. Thirty-seven percent had oranges in their refrigerator (Table 25).

Clothing Management Problems and Practices

Since the clothing habits in Asian countries would be expected to be different from those in the United States, the students were asked about the changes they had made in getting themselves comfortably clothed, caring for their clothes, buying their clothes, and their problems with clothing in the United States. This section discusses their management problems and practices with clothing.

Kinds of Clothing Worn in the United States

More than half of the students reported that they wore the same types of clothes in the United States as they wore in their own countries. The only difference was that they wore coats and

Table 25. Foods in the Refrigerator

		Number	Percent			Number	Percent
<u>Meat, Poultry, and Fish</u>				<u>Milk, Cheese, Ice Cream, and Eggs</u>			
Chicken	30	86		Milk	31	89	
Pork	21	60		Eggs	26	74	
Beef	19	54		Butter	13	37	
Fish	15	43		Cheese	11	31	
Other meat products	12	34		Ice cream	6	17	
Shrimp	3	9		Margarine	4	11	
Beef liver	2	6		Whipped cream	1	3	
Crabs	2	6					
Lamb	2	6		<u>Fruits</u>			
Turkey	1	3		Apples	20	57	
Squid	1	3		Orange juice	17	49	
<u>Vegetables</u>				Grapes	16	46	
Carrots	21	60		Bananas	13	37	
Cabbage	21	60		Oranges	13	37	
Green Onions	18	51		Grapefruit	7	20	
Lettuce	18	51		Canned fruit	3	9	
Tomato	13	37		Pears	3	9	
Frozen peas	13	37		Avocados	1	3	
Round onions	11	31		Cherries	1	3	
Broccoli	10	29		Fruit mix	1	3	
Cauliflower	10	29		Fruit salad	1	3	
Potatoes	10	29		Limes	1	3	
Cucumbers	6	17		Peaches	1	3	
Bell peppers	6	17		Plums	1	3	
Spinach	6	17		Strawberries	1	3	
Celery	4	11		<u>Other Foods</u>			
Ginger	3	9		Jam	6	17	
Parsnips	3	9		Mayonnaise	6	17	
Canned tomato soup	3	9		Soft drinks	6	17	
Frozen corn	1	3		Bread	5	14	
Bean sprouts	1	3		Beer	4	11	
Radishes	1	3		Jello	3	9	
Chili	1	3		Wine	3	9	
Squash	1	3		Salad dressing	3	9	
				Cookies and cakes	2	6	

sweaters to school in the United States which they did not wear in their own countries.

It should not be surprising that some students wore the same types of clothes to school in the United States as they wore in their own countries. The home countries where the students reported having cold climates were Japan, Taiwan, and some parts of Pakistan and India (Table 26).

Table 26. Kinds of Clothes Worn in the United States

	Number	Percent
Same kinds of clothes worn in own country	24	59
Warmer clothes worn in Oregon	12	29
Other differences in kinds of clothes worn	5	12
Total	41	100

Five of the students stated that the clothes they wore to school were different from those they usually wore at home. Two of these students wore uniforms in their country; two students reported they were now wearing mostly wash and wear clothes which they did not have in their countries. The other student wore "pajama-like" clothing to school in his country, thus indicating a different style of dress for men's clothes in his country.

Clothes Students Bought in the United States

To get information on clothes bought after coming to the United States, the question "Do you feel you bought many or few clothes in the United States?" was asked. Six students reported that they had not bought clothes in the United States. Five of these six students had been in residence for only about a term at the time of the interview; the other one had lived here over a year.

Twenty-one students felt that they had bought few clothes, while 14 felt that they had bought much clothing here. The purchases most frequently mentioned were sweaters, dresses, pants, shirts, coats, baby's clothes, and certain types of underwear (Table 27). Table 28 indicates that the students had no definite time or regular plan for purchasing their clothing.

Table 27. Amount of Clothes Students Bought Since Arriving in U. S.

	Number	Percent
Bought few clothes	21	51
Bought many clothes	14	34
Bought no clothes	6	15
Total	41	100

Table 28. Buying of Clothes

	Number	Percent
Only as needed	14	34
Only on sale days	8	20
Both as needed and on sale	10	24
When see something nice	2	5
Once a year	1	2
Had not bought clothing	6	15
Total	41	100

Receiving Clothes From Home

Twenty-one students received native foods from their home countries, while 20 of these 41 students also received clothes from their families. Clothes students reported having received from home were the same types of clothes that they wore in their own countries.

Frequency of Laundering

About 88 percent of the group reported they could wear clothes here in the United States more times before laundering than they could in their own countries. Because the Oregon climate is cooler, they did not perspire as much here as when they worked in their own countries. Other reasons for less laundering were paved roads and sidewalks resulting in less dust and better housekeeping equipment which makes it possible to do cleaning without getting the clothing

soiled.

When asked how often they did their laundry in the United States, 22 of the 41 students reported they did it once a week. Seven students reported they laundered every other week. However, another seven students laundered anytime it was necessary to have clean clothes indicating they did not have a schedule for laundering (Table 29).

Table 29. Frequency of Washing Clothes

	Number	Percent
Once a week	22	54
Once every 2 weeks	7	17
Any time	7	17
2 - 3 times a week	3	7
Less than every two weeks	2	5
Total	41	100

Places Where Laundering Was Done

More than half of the students had and used the washing machines in their living quarters. All these washers were coin-operated. About 40 percent went to washing centers to do their laundry. The most frequented washing center was in downtown Corvallis. One student took his laundry to his landlady's house. Seven percent or three students reported doing only hand washing. In contrast to preparing meals together, laundering was done

individually (Table 30).

Table 30. Places Where Washing Was Done

	Number	Percent
Washing facilities in own living quarter	21	52
Washing centers	16	39
Washed by hand	3	7
Washed at landlady's house	1	2
Total	41	100

Frequency of Ironing Clothes

Unlike washing which was often a regularly scheduled activity, ironing was often an irregularly scheduled activity by over half of the students. Three students reported that they never ironed their clothes because they wore wash and wear clothing.

However, it is interesting to note that 12 of the students did iron weekly. Four of the five wives of the married students did the ironing. One couple reported that they both shared the ironing of their clothes (Table 31).

Problems Concerning Clothing

Two-thirds of the 41 students felt that clothing was expensive in the United States. Thirty-nine percent had a problem in finding the right sizes of clothes. Men had problems with long pants and

length of shirt sleeves. Women had a problem finding dresses that would fit them in the blouse.

Table 31. Frequency of Ironing Clothes

	Number	Percent
Any time (no regular time)	22	54
Weekly	12	29
Once every two weeks	2	5
Once a month	2	5
Never	3	7
Total	41	100

A few of the students who had not been accustomed to wearing heavy clothing were especially bothered by thick coats. The other problems mentioned by the students were that they disliked ironing and laundering, had trouble matching the right color of sweater with a dress, and found it uncomfortable to wear a coat over their native dress.

Problems classified as other in Table 32 included laundering sweaters, lack of laundering-ironing facilities, inferior cottons, unable to wear native dress all the time, lack of storage for clothes, and uncomfortable clothing accessories.

Five students, or 12 percent of the 41 students interviewed, did not report any problem with clothing.

Table 32. Problems with Clothing

	Number	Percent
Found clothing expensive	27	66
Finding the right size	16	39
Disliked wearing thick clothes	8	20
Disliked ironing-laundering	6	15
Matching sweaters with dress	3	7
Found coat hard to wear over native dress	3	7
Had other problems	7	17
Had no problems	5	12

Housing Conditions

The 41 students were also asked about their housing conditions in the United States. Houses in Asian countries with warm to mild climates are usually built of light-weight materials and thus are different from American housing.

Types of Housing Where Students Lived

Seventy-one percent of the students lived in apartments, about one-sixth lived in private houses, and about one-tenth lived in the University housing for married students (Table 33).

Persons With Whom Students Lived

Thirteen students lived alone, and thirteen of them lived with other students. Of the remaining 15, eight lived with American

families and seven married students lived with their own families.

Only two students who lived with American families ate with these families. One student who ate with an American family lived in an apartment (Table 34).

Table 33. Types of Housing

	Number	Percent
Apartment	29	71
Private house	7	17
University married student housing	4	10
Cooperative	1	2
Total	41	100

Table 34. Persons With Whom Students Lived

	Number	Percent
Alone	13	32
With other students	13	32
With American families	8	19
With own families	7	17
Total	41	100

Cost of Housing per Month

The costs of housing paid by the 41 students ranged from \$20 to \$100 a month, with an average of \$40.03 for the single students and \$64.00 for the married students. These costs included electricity,

gas, heating, telephone, water, use of facilities, garbage collection, and the rent for their living quarters. Two-thirds of the students paid less than \$46 a month for housing costs (Table 35).

Table 35. Costs of Housing Per Month

	Number	Percent
Under \$30	14	34
30 - 45	13	32
46 - 60	8	19
61 - 75	4	10
Over \$76	2	5
Total	41	100

Problems With Housing

Only about one-third of the students indicated they planned to stay in their present housing for the remainder of their stay in the University.

The most common problems indicated by those "not satisfied" with their housing were that space was too small or the heating system was poor. More than 75 percent of the students entertained their friends in their living quarters either for a dinner or some kind of gathering which required space to accommodate groups. Often housing space is too small to permit large groups and activities like dancing and games (Table 36).

Table 36. Problems With Housing

	Number	Percent
Too small	12	29
Poor heating	10	24
Too far from either church, school, or grocery stores	7	17
Not enough closets and storage	6	15
Need separate living, dining, and kitchen areas	4	10
Expensive	4	10
Cannot entertain friends	4	10
Poor furnishings	3	7
Poor relationship with landlady	3	7
Other	3	7
No problems	13	32

Money Management Practices

Money, a limited resource, must be spent wisely. Since the 41 foreign students were in the United States to get an education and not to earn money, they were asked about their money management practices.

Planning the Use of Money

The 41 students were asked, "Do you make plans on how to spend your money?" If the answer was "Yes," they were asked whether the plan was written or mental.

Sixty-six percent of the students did not plan their use of money. Fifteen percent made mental plans for the use of their

money. Only five of the students had written plans, and three others indicated that they did not plan because their expenses were constant. Two of these three students whose expenses were constant ate either with an American family or at a boarding house; the other ate with friends where each contributed \$25 for food at the start of the month (Table 37).

Table 37. Planning the Use of Money

	Number	Percent
No plan	27	66
Mental plan	6	15
Written plan	5	12
Expenses constant	3	7
Total	41	100

Keeping Records of Expenditures

Although two-thirds of the students reported that they had no plans for spending their money, 39 percent kept expenditure records. In their records, money expenditures were divided into costs for food, clothing, school fees and supplies, transportation, recreation, and miscellaneous expenses (Table 38).

Borrowing Money

Twenty-nine percent or 12 students reported they had borrowed

money. Money was borrowed from different sources, and the students borrowed from more than one source. Over half of them borrowed money from their friends. Five borrowed from a bank, and two students borrowed money from their relatives who lived in the United States. The remaining students stated that borrowing money had never occurred to them.

Table 38. Records of Expenditures

	Number	Percent
Kept no list of expenditures	22	54
Kept list of expenditures	16	39
List only grocery bills	3	7
Total	41	100

Sending Money Home

The 41 students were asked if they sent money home to their families. It is interesting to note that 14 students sent money to their families in their countries, but only one student sent money regularly. He was single. Of these 14 students, 13 received scholarships and assistantships.

Money in the Bank

To protect themselves from financial difficulties, 90 percent of the students had money in the bank. Surprisingly, 46 percent had

both checking and savings accounts (Table 39).

Table 39. Money in the Bank

	Number	Percent
Savings only	9	22
Checking only	9	22
Both savings and checking accounts	19	46
No accounts in a bank	4	10
Total	41	100

Plans for the Use of Money

The 37 students who had money in the bank had varied plans for the use of their money. Nine students indicated that they saved money to pay their fare to go home. To three of these students who were saving money for travel home this meant a trip around the world and not just transportation directly to their home countries (Table 40).

Table 40. Reasons for Saving Money

	Number	Percent
For transportation home	9	22
For safekeeping of money	8	20
To make purchases to take home	7	17
To continue studies	7	17
To meet emergencies	7	17
To pay borrowed money	4	10
To save to get interest	3	7
To send to family	2	5
Not saving	6	15

Four of the students who saved money to further their studies were working toward a Master's degree; two were in the first and second years of doctoral degree work, and one was a special student.

Having money for emergencies was another big reason for saving. Emergencies indicated by the students were illness, accidents, and other circumstances which would require large expenditures.

All of the students reported that they had handled their own money before coming to the United States. This gave them experience with financial management and handling money before coming to the United States.

Differences in Handling Money

Since living in the United States could be expected to be different from living in their own countries, the students were asked about the differences in handling money here. Twenty students felt that they were more careful about the use of their money during their residence in the United States. Reasons given included the facts that the amount they received each month was fixed and they should spend only within certain limits and that parents and relatives were distant. If family were near, it would be easier to borrow when they ran out of money (Table 41).

Table 41. How Feelings About Money Management Changed in U. S.

	Number	Percent
Felt more careful about spending money in the United States	20	49
Felt about the same about spending money in the United States and own country	18	44
Less careful about spending money in the United States	3	7
Total	41	100

Problems With School, Transportation, Medical Care,
Recreation and Religion

There were other problems the 41 students reported during their stay in the United States. These problems will be discussed in the following section.

Problems With School

Seventeen of the 41 students reported they had no problems with their academic work. Of the 24 students who had problems, 11 had one problem, six had two problems, another six had three problems, and one had four problems.

Seventeen students mentioned that understanding lectures was a problem. Ten of these students had been in the United States for only one term at the time of the interview. Over one-fifth reported

that understanding books was a problem. However, seven students indicated they had the problem of taking part in class discussion (Table 42).

Table 42. Problems With Academic Work

	Number	Percent
Understanding lectures	17	42
Understanding books	9	22
Taking part in class discussion	7	17
Expressing ideas in writing difficult	4	10
Unfriendly classmates	2	5
Too many assignments	2	5
Hard to find reading materials	2	5
Other	6	15
No problems	17	42

Problems With Transportation

Although only one-fourth of 41 students owned cars, 26 students did not find transportation a problem. They indicated that they had friends who had cars who were willing to take them places. The other third of the students did report that finding transportation was a problem.

Problems With Medical Care

About half of the students found medical services were expensive, while 22 percent felt that the waiting period before one could see his doctor at the University Student Health Service Center

was too long. At the time of the interview, 39 percent of the students reported no medical problems. Six of these students had not consulted a doctor during their stay in the United States (Table 43).

Table 43. Medical Problems

	Number	Percent
Medical service expensive	20	49
Waiting period too long to see doctor	9	22
Unsatisfactory service	1	2
No problem	16	39

Problems With Recreation

Graduate work made heavy demands on the students' time. More than half of them reported that lack of time prevented recreation. "When you are a graduate student, you don't have time for recreation. You have your school work to attend to," was their frequent reply. Other problems indicated were lack of recreation opportunities and poor recreation centers (Table 44).

Problems in Practicing Religion

It is surprising to find that 88 percent of the students reported they had no problems practicing their religion. One would expect them to have problems in practicing the Hindu, Muslim, Buddhist,

and other forms of religion because Christianity is predominant in the United States. However, there were several reasons why the 36 students had no problems. They were not strict followers of the religion in their own countries; there was no time to go to church in the United States; there were no temples where they could go and worship their gods; and they did not bother to practice their religion during their stay in the United States. Only five students had problems with practicing their religion.

Table 44. Problems With Recreation

	Number	Percent
Lack of time for recreation	23	56
Not enough recreation opportunities	7	17
Recreation centers not good	4	10
No problem	10	24

The first section of this chapter presented findings on the management problems and practices of the students dealing with food, clothing, and money, about their housing conditions, about their problems in finding transportation and recreation, about their problems with academic work and practicing their religion.

Case Studies

This section will describe in case study form the management problems and practices of five students. These students gave

interesting descriptions of their management problems and practices in the United States. In each case food, clothing, and money management are discussed, as well as the problems with recreation, transportation, academic work, and religion.

Case Study of Mr. A.

Mr. A is a man from Hongkong who had been in the United States for six years at the time of the interview. In two more terms, he hoped to finish a Master's degree in electrical engineering. He financed his studies with a scholarship and by working during the summers. His foreign student scholarship paid him \$78 a term.

For Mr. A, dinner was his heaviest meal both in the United States and in Hongkong. He was one of a seven-member Chinese group who cooked their food on a planned schedule. The group had adopted both an American breakfast and an American lunch which each individual prepared for himself. However, dinner was a Chinese meal prepared by a member of the group.

Mr. A's group bought groceries only on sale days. "It is cheaper," he said. All of the group went together once a week to shop, but they made no list of foods to buy.

When friends went to San Francisco or Seattle, members of his group went with them to shop for native foods. Very rarely did they go to Portland to buy native foods. "Receiving food from Hongkong

is prohibited," was his answer when asked whether he received food from home.

"Unless there is some special thing to prepare, usually one just looks at the refrigerator and decides that moment what to cook," was their way of planning for their meals. They financed their meals by contributing \$25 at the beginning of each month. Out of the \$175 from the seven group members, they had money for grocery shopping to last for four to five weeks. He felt that he was satisfied with what he was fed. Sometimes, he desired native food for lunch.

Mr. A's group kept their cooked food only in the refrigerator. They put bananas and onions, other fruits, meats, and vegetables into the refrigerator.

Although Mr. A had been in the United States for six years, he claimed he had not bought many clothes. He said he bought them only on sale days. Once a week, he washed his clothes but never ironed them. He felt he could wear clothes in the United States more times before they were laundered than in his country. He had not received clothes from Hongkong and did not report problems with clothing.

Mr. A had both checking and savings accounts in the bank. He claimed he never sent money home and never budgeted his use of money because he "knows what he is going to spend." Neither did he keep a written list of expenditures. Once he borrowed money

from his friend. When he was asked what he intended to use his savings for, his reply was, "for furthering education and for emergencies."

Mr. A and his friends lived in an apartment house. His share of the expenses for housing was \$25 and he had his own room. The distance to travel to school was quite a problem since he did not park his car on campus.

Although he had been in the United States the longest of the students interviewed, Mr. A still found understanding and comprehending English a problem in schoolwork. He had no problems going to places because he owned a car. In terms of finding recreation, he did not feel he had enough time because of the demands of his school work. "There is a difference between practical life and what one wants," he said.

Case Study of Mr. B

Pakistan is the home country of Mr. B, a graduate student not working toward an advanced degree but taking graduate work in soil fertility. He had been in the United States for two months and expected to be here for only one year. He is married but left his family in Pakistan. He received \$195 a month as a scholarship from the Agency for International Development.

Mr. B's lunch and dinner in Pakistan were almost equally

heavy. In the United States, dinner was the heaviest meal. He cooked alone. Here, butter is salty, but in Pakistan his family made its own butter. They did not salt their butter in Pakistan, according to Mr. B.

For lunch, Mr. B cooked what he wanted. He prepared his food in his own native way. "Hardbread is not found in the United States. I cooked rice for myself, but it is not as good as in Pakistan," he complained.

Because he is a Muslim, he had difficulty trying to eat chicken in the United States. "In Pakistan, we eat only chicken slain in the name of Allah," he said. Once he received canned Indian food from San Francisco. He claimed that Indian and Pakistan foods were about the same.

Mr. B walked to the grocery store to shop for his food, but he did not make a grocery list. "I have them in mind," he said. He cooked food at least four or five times a week. Vegetables and meat dishes were cooked to last for several meals, but rice was always freshly cooked. Usually he cooked food in the evening and kept it in the refrigerator. He also kept bananas in the refrigerator. His only problem with getting fed was the lack of time to prepare meals.

Mr. B claimed that he wore the same type of clothes in the United States as he wore in Pakistan. He had bought a few clothes

in San Francisco and Portland. Sunday was his washday in his apartment where he used a coin-operated washer. Occasionally, he ironed his clothes when he had enough time, but he tried to buy clothes that need no ironing. Like Mr. A, he had not received clothes from Pakistan and felt that clothes could be worn here many more times than in his country. His problems with clothing in the United States were that they were very expensive and his size was hard to find.

Although Mr. B's family was in Pakistan, he never sent money to them. He made a mental budget for the use of his money and sometimes made a list of his expenses. He had a savings account in the bank, and his reason for saving was to buy goods to take home. He never borrowed money in the United States and spent his money about the way he spent it in Pakistan.

Mr. B lived alone in an apartment for which he paid \$45 a month rent. Although he had no car, he had no problem finding transportation because friends were willing to take him along with them. He felt he did not have enough recreation. One reason he gave was that his money was limited. His problem with school was understanding the lectures in class. Practicing his Muslim religion was a problem because there were only a few Muslim students in the University.

Case Study of Mrs. C

Mrs. C was living alone since her husband had returned to Thailand three months before. She was working for her Master's degree in General Science. Her husband had received a Scholarship and had finished his Master's degree in mathematics in the summer of 1966. Before he left for Thailand, he deposited money in the bank for Mrs. C's expenses for her to finish her degree which she expected to complete by the spring of 1967.

In both countries, Mrs. C ate her heaviest meal in the evening. She reported she ate breakfast in the United States which she did not eat in Thailand. Since she did not like bread for breakfast, she ate "mostly" cereals and milk. Her lunch was often a Thai meal.

Mrs. C did her grocery shopping in a store one block away from her house. "It is close to my house. So, many times a week, I shop there." She made no list of foods to buy, but she kept her grocery bills.

Planning for her meals was "based on what I have." She saved time in preparing her meals by cooking enough in the evening for lunch the next day. "I reheat them when I eat the following meal," she said. Her cooked foods were kept in several places, in addition to the refrigerator. She explained, "The beef roast was placed in

a pyrex glass and placed inside the oven. Curry was left in the pot, sometimes placed in the oven or over the stove. Salads that were not consumed were placed inside the refrigerator." But the season of the year influenced Mrs. C's way of storing her cooked food. "In summer, those foods kept out of the refrigerator during winter are kept inside," she said. She reported that sometimes she ate part of her lunch in the morning. "While I am dressing up, I put the cooked food on top of the radiator." This was her way of reheating the food for breakfast. "When I get through dressing up, my food is also ready for eating," she added.

Usually, Mrs. C cooked Thai food. About twice a year, she went with friends to Portland to shop for native food. However, she received curry and canned foods from Thailand. Her monthly expense for food was \$30.

Mrs. C reported she did not use fish or seafoods in the United States at all. "I don't like fish, crabs, and shrimps here," she said. "They are not fresh," she added. Mrs. C finds food expensive. Also, she complained it took too much time to prepare her own native foods.

The clothes Mrs. C wore to school in Oregon were usually warmer clothes than the ones she wore in Thailand. She reported she did not iron clothes during the winter months. "No time to iron them. Besides, during the three other terms, clothes are

exposed, so they have to be ironed. I want more time for relaxation in winter," she reported. Mrs. C had no definite schedule for laundering her clothes. She took them to the laundry center "when the basket gets full."

Mrs. C reported that she bought sweaters and slacks in Oregon. She had never received clothes from Thailand. To save money on clothing, she bought only on sale. "If not on sale, I don't pay attention," she said.

Unlike other foreign students, Mrs. C liked to dress according to the season. She particularly liked wearing scarfs, nylons, boots, and coats. Her complaint about clothing is that it is expensive.

Although she had a definite amount of money in the bank, Mrs. C had no plan for the use of her money. She indicated some planning though by saying, "Provided that I do not spend more than \$100 a month. However, I could extend it from \$100 to \$150, but as much as possible, I should spend only \$100 a month." She felt she has been more careful in the way she spends her money in Oregon. She indicated that, "If I am not careful, it will go quickly."

Mrs. C wishes there were more opportunities for recreation. She particularly liked to play piano and badminton. In addition, she wished there were more opportunities for swimming during the vacations between terms.

Since Mrs. C's friend had a car and was more than glad to

drive her to any place she wanted to go, so she had no problem with finding transportation.

Mrs. C had lived in the United States for about a year and still had problems understanding the American language. She complained that teachers gave too many assignments and that she had difficulty keeping up.

Case Study of Mr. D

Mr. D, a research-assistant in the Food Technology Department from Japan, was working for a Doctor's degree in Food Science. He was married and lived with his wife and son in Corvallis. Mrs. D worked part-time in the Counseling Center at Oregon State University and was also enrolled at the University of Oregon in Eugene where she was finishing her Doctor's degree in counseling. They had been in the United States for four years and expected to stay for two more years. Their yearly income was \$6420: \$3120 from Mr. D's assistantship and \$3300 from Mrs. D's salary.

When his wife commuted to Eugene every other day, a baby-sitter took care of the son, but Mr. D cooked his own meals. He said that dinner in the evening was their heaviest meal in Japan and in the United States. Breakfast in the United States was the same as breakfast in Japan. However, lunches were different in Japan.

There they usually included rice with meat and vegetable dishes; in the United States, lunch was mostly toast and butter. He claimed he had no time to cook.

When Mr. D's wife was home, meals were usually Japanese meals. He bought their groceries in a supermarket where they thought food was cheaper. He made no list of foods to buy when he went to the grocery store. "Things to buy are just in mind," he said. For native foods, the Ds' shopped in Portland about two times each term. In addition, they received a supply of seafoods and special spices from Japan about five or six times a year.

When asked about planning for meals, he said, "We just look in the refrigerator and, right there, decide what to cook." Mr. D said they spent from \$70 to \$80 a month for food and they just spent "as needed."

Since coming to the United States, they had learned to eat hamburger and cottage cheese. They ate more chicken here than pork and fish. When Mr. D was alone, and cooked for himself, he would like noodles for lunch but there was no time to prepare them. In addition, he complained that he almost always repeated the same recipes. He said he wished he knew more how to vary his meals.

Cooked leftover food was usually stored in the refrigerator. Occasionally they left it on top of the table and sometimes they reheated it before eating.

"We wear the same type of clothes here as in Japan," said Mr. D. They had bought much clothing in Japan before coming to the United States. They purchased clothes here only once a year. They ordered clothes from Montgomery Ward in Seattle and bought the baby's clothes in Corvallis.

Mrs. D did the laundry once a week with the washer in their apartment, and she also ironed the clothes. In both Japan and the United States, she starched their cotton clothes. Mr. D felt that clothing in the United States was washed more often than in Japan, "because of the convenience of the washer. It takes time to wash clothes by hand in Japan," he stated.

Their main problems with clothing in the United States were that clothing was expensive and finding a size to fit was difficult. However, Mr. D solved this problem by ordering boys' size clothes which he found fit him.

"I tried making plans before on how to spend money but grew tired. So now, I have stopped and just spend the money," answered Mr. D when asked if he ever made plans for the use of his money. However, he said he wrote down their expenses, "but my wife doesn't like it. But even so, I still keep records of expenditures because it's my habit. I did this too in Japan," he said.

Probably because of their income, Mr. D felt that they were more free to spend money in the United States than in Japan. They

bought a car and had to borrow money from the bank. He personally felt that they were spending too much and wished that they were more careful about what they bought. "I really feel that we often buy what is not really very important," he reported.

The couple had both savings and checking accounts in the bank. Mr. D indicated their reason for saving money was to have fares for transportation home.

Once a year during the summer, Mr. D took the family on a two-week vacation; however, this was not enough relaxation for Mr. D. He wanted to see more movies and to swim, but there was no time. "Course work and research are too much and this makes me nervous the whole term. I must make good grades or I will lose my assistantship," he indicated.

This family lived in University housing for married students. Although he considered the apartment too far from the campus, this did not bother Mr. D because he owned a car. They paid \$87 for rent each month. However, he complained about the lack of privacy in the apartment.

Mr. D had been in the United States for four years but he still had a "serious" problem with the English language, and he felt he spent more time studying here than in Japan. He reported no midterm test or homework in Japan.

Mr. D did not go to church at all in the United States. "No

time here and Sunday is the only time to relax. I am too tired," he complained.

Case Study of Mr. E

A research-assistantship in the Food Technology Department made it possible for Mr. E to work for a Doctor's degree in Food Science. He is single, a Hindu from India, and had lived in the United States over two years. His monthly income was \$260.

In India, Mr. E ate five times a day. His meals were breakfast, snack, lunch, high tea at 5:00 p.m., and a heavy dinner around 9:00 p.m. In the United States, he ate only three times a day at about the same times Americans do. Breakfast in India was usually a "fermented product of cream of rice which comes in the form of balls." His lunch consisted of rice with vegetables and some native dishes. In the United States, he changed his breakfast and lunch patterns because he had no time to prepare Indian meals for himself. He adopted the American breakfast of cereal, milk, doughnut, and coffee and the American lunch of soup, sandwich, and milk.

Mr. E went with his friend for grocery shopping once every two weeks. He cooked with a friend, and he spent from \$35 to \$40 a month for food. They made no list when they shopped for their groceries, but they kept their grocery bills and settled their expenses at the end of each month. They planned meals only "right that

moment." Although he had not received native food from India, he and his friend went to Eugene two or three times each term or "just any time they ran out of spices."

Mr. E took turns cooking dinner with his friend with whom he shared an apartment. Although he is a Hindu, he reported that he ate much beef in the United States. "I hadn't eaten beef and had not even seen beef before in India," he indicated. He did not eat pork and did not know how to cook it. In the United States, he drank milk and coffee and had only tasted beer and wine. "I had not seen them [beer and wine] in India," he added.

Mr. E felt that food costs in the United States were reasonable. His only problem with getting fed was having time to fix Indian food for lunch.

Before coming to Oregon, Mr. E was a student at Kansas State University. There he had bought most of his shirts, pants, socks, and sweaters. In Oregon, he bought clothes "only when he liked." Except for the sweaters he wore in the United States, Mr. E claimed that he wore the same types of clothes in India.

He took his woolen clothes to the dry cleaners, and his cottons were washed in the coin-operated machines. "I have had no fixed days for washing and ironing," he indicated. "Only when there are enough dirty clothes to take to the laundry do I go." Mr. E indicated that he could wear his clothes in the United States more

times before cleaning or laundering than in India. He complained about laundry services being expensive. Although he felt that costs of clothing were reasonable, he was bothered by having to wear thick clothes. Moreover, he indicated that he did not like to wash and iron his clothes. "They are a burden," he said.

Mr. E had both checking and savings accounts in the bank. He had sent money home once during his stay in the United States. No plans were made for the use of his money, and he did not keep a list of his expenses. One big difference which he indicated about his handling of money was that he saved money in the United States which he did not do in India. "Here, because it is a foreign country, I want to take care of myself," Mr. E said.

Since his apartment was for a single person, and since his friend was staying with him in this apartment, the space seemed too small. At the time of the interview, he indicated that he planned to move out of his present apartment.

When Mr. E was asked about other problems he had here, he reported he had no problems with transportation, medical care, school, or religion. He said, "I am not bothered at all."

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

Forty-one graduate students from eight Asian countries were interviewed to determine their management problems and practices during their stay in the United States. Twenty-eight were working toward a Master's degree, 10 were working toward a Doctor's degree, and three were taking graduate work but not working toward a degree. Twenty-five were males, and 16 were females. Of the group interviewed, 29 were single, 11 were married, and one was divorced. Seven of the 11 married students were living with their families in the United States. Of the 41 students, 30 were receiving financial aid either from their own countries or the United States government, or both. Only one-fifth received money from their parents.

Thirty-two of the students ate three meals a day in the United States. The number increased from 31 to 37 for the students who had the evening meal as their heaviest meal of the day.

A change in foods eaten had taken place in the morning and noon meals for the students during their stay in the United States. Two-thirds of the students had adopted an American breakfast of cereal, milk, egg, fruit, or fruit juice; while 60 percent had adopted an American lunch of sandwich, soup, dessert, and beverage. In their countries, the morning meals were "usually" rice and some

native breakfast food products. For the noon meals, rice was usually served with meat and vegetable dishes. The changes suggest that time was limited in preparing breakfast and lunch since most of the students indicated that it took too much time to prepare their own native meals.

Thirty-five students cooked their own food, three students ate with American families, two ate in boarding houses, and one took his meals in a cooperative. Eleven of the 35 students who cooked their own meals belonged to groups where they took turns cooking. More than half of the 35 students did not make a list when they shopped for their food. Only 30 percent reported they always had a list of things to buy.

There were several ways in which the 35 students planned for their meals. More than half planned meals by "depending on what's in the refrigerator." Although most of the students cooked only enough food for one meal, about one-fifth indicated cooking more than enough to last for one meal. This was their way of saving time spent in cooking. Cooked food was usually stored in the refrigerator, but some cooked food was stored inside the oven, inside kitchen cabinets, on top of tables, on the radiator, and in the pantry.

Since foreign students were not used to eating American foods, more than half of the 41 students received food from their countries. Also, about two-thirds of those who prepared their own meals

shopped for native foods in cities like Portland, Eugene, San Francisco, and Seattle, where selection of foods may be found in grocery stores specializing in foods from Asia.

More than half of the 41 students spent less than \$45 a month for food. Two students worked for their meals in boarding houses. Only 15 students set aside a definite amount of money for food.

Problems with food mentioned by the 41 students were lack of time to prepare meals, desire for native food, and the high cost of food. Only seven students reported having no problems with food.

Except for the sweaters and coats they wore to school in the United States, more than half of the students reported wearing the same types of clothes in their own countries. Thirty percent reported wearing warmer clothes in the United States.

Most of the students felt they bought only a few clothes during their stay in the United States. Buying of clothes was not definitely scheduled for most of them. Students who bought clothes purchased them either on sale, as needed, or both. Six students had not bought clothes since they had arrived in the United States.

Washing of clothes was a scheduled weekly activity for 54 percent of the students, but ironing seemed to be an unscheduled activity. Washing was done in their living quarters where they used coin-operated machines or in laundry centers. Only three students washed clothes by hand, while one went to another house to do his

laundry.

Two-thirds of the 41 students felt that the cost of clothing in the United States was expensive. Of the group, 20 students reported receiving clothes from home. Another problem frequently mentioned was finding the right size of clothes. Only five students reported they did not have clothing problems.

In terms of money management, two-thirds of the 41 students did not plan for the use of their money. Six made mental plans and five made written plans. Thirty-nine percent kept a list of their expenditures. To protect themselves from financial difficulties, 90 percent had money in the bank; 46 percent had both savings and checking accounts. About 50 percent felt that they were more careful in the use of their money in the United States.

Over 70 percent of the students lived in apartments. About one-third lived with other students, while another third lived alone. Housing costs ranged from \$20 to \$100 a month. The two most common problems in housing were lack of space and a poor heating system. Thirteen students reported no problem with housing.

Other problems mentioned by the 41 students were locating transportation, finding recreation, finding medical services expensive, and having problems with school such as understanding lectures and books.

Conclusions

The findings in this study are not conclusive nor can they be applied to the population of foreign students in the United States. However, they indicate some problems which could give educators some clues about how they can help foreign students and understand some of their problems.

Planning of their time seems to be a difficulty for the students interviewed. Teaching them to make plans and schedule their activities would certainly help them accomplish more of their tasks. Also if the students wish to reach their goals, they must recognize the value of budgeting their time as well as their money.

In examining the food management practices of the students, it was evident that they do not recognize what planning really means. The concept of planning should be introduced to foreign students if advisers are to help them with their management practices.

Recommendations

This section will discuss suggestions for further research and a recommendation to American embassies in the selection of Asian students, as well as suggestions which will help students who are planning to come to the United States and the students who are already living here.

Implications for Further Research

Further research is needed to get a better picture of how foreign students live in the United States. Since this is an exploratory study, future studies could go into more depth to ascertain what really makes foreign students change their meal patterns. Is it because they lack time to prepare their own native meals, or does it in any way show their receptiveness to new ways? Are they really satisfied with their adopted American breakfast and lunch meals?

A study on the ways foreign students manage to eat their native foods would help demonstrate some of the management problems and practices of these students. Do they cook their foods using their own native recipes, or do they modify them or substitute some ingredients? At what point after coming to the United States do they start to adopt the American types of meals?

Another interesting study that could be done is in the area of money management. Aside from expenses on housing, food, school, and clothing, what other large expenses does a foreign student incur? What articles does he send or take home? If he buys a car, what are his means of financing for it? If he had to make certain adjustments in his spending patterns simply because he bought a car, what would these adjustments be? What are his reasons for buying

a car?

These are but a few of the many possible areas of research on how foreign students live in the United States. If such information were made available to foreign students coming to the United States it might help them to prepare and adjust to living in the United States and make the experience more meaningful and satisfying.

Recommendation to American Embassies in Selecting Foreign Students Who are Given Permission to Study in the United States

Since the study indicated that most of the foreign students had difficulty understanding the English language, it might help if American Embassies were more strict in requiring that the prospective student knows how to write, speak, read, and understand the English language before giving the student permission to study in the United States, or the Embassy might suggest that the student plan to spend time studying English upon his arrival here.

Recommendations to Foreign Students Who are Planning to Come to the United States

The following are some suggestions for students who are still in their own countries but are planning to come to the United States to be students. These suggestions could be included in information sent to them while they are preparing to come to live in the United States.

1. Based on the study, 85 percent of the students prepared their own meals, so that it is probably important for a student to learn how to prepare his own meals before coming to the United States, especially if he wants his food prepared in the native manner.

2. If there are some special foods which he wants to eat in the United States, he should make arrangements to have them sent. There may be some native foods found in the city where he will live, but it may be better if he makes arrangements to receive native foods from his country if he is not satisfied with those he finds in the United States. The student could then order these foods if he did not find them in the United States.

3. During the period of adjustment in the United States, it may help to include, little by little, some American foods in his meals until the student gets used to these new foods.

4. When the student comes to the United States, he should give himself time to adjust to the living conditions here. It would help to plan time to learn skills in performing the routines of daily living activities in the United States.

5. The Asian student can expect to make some changes in his meal patterns because not all foods found in Asia are found in the United States.

6. If the student comes from a country in which the climate is about the same as in the part of the United States where he will

live, it may be less expensive to bring a supply of clothes from his country. Otherwise, he may need to purchase more of his clothing here.

7. The student needs to know how to care for clothing and perform such tasks as laundering, ironing, washing sweaters, mending, and other repair jobs.

8. For a woman, skill in making clothes is an asset as it will save money spent on ready-made garments.

9. The student who comes from a warm country has to make certain adjustments in clothing habits in order to be comfortably clothed in the United States; for example, he has to get used to wearing a coat over a native dress.

10. Experience in financial management such as budgeting and keeping records of expenditures would help the student to handle his money more efficiently in the United States.

11. If a student has friends who are studying in the United States or who have been here, it may help to contact them to get information on American life.

12. The student who does not know English well should plan to spend his first term in the United States studying English.

Recommendations to Foreign Students Who are Living in the United States

To help foreign students adjust to the living conditions in the United States, the Foreign Student Office at each University could include in its orientation programs some basic management concepts concerning how students can be adequately fed, comfortably clothed, use their money wisely, find recreation, and study at the same time. The following are some recommendations about information which such offices could give to the students, or help them locate:

1. Help the student see that planning meals saves time, money, and energy.
2. Making a list of foods and other supplies to buy would aid the student get what he needs and reduce the number of unnecessary trips back to grocery stores.
3. The newspaper is a source of information about food markets and food prices. Grocery stores often have weekly specials which they announce in newspaper advertising.
4. The use of appliances such as refrigerators, washing machines, dryers, ranges, and other household conveniences will help the student to maintain himself, but he may need instruction in how to use them.
5. Skill in meal preparation makes the job less time-consuming

and enjoyable.

6. Before buying clothes, the student should study his clothes to see if he can use them in both countries. Due to climate differences in the two countries, dual use may not be possible.

7. Budgeting and keeping records of expenditures help keep track of expenses. Also, keeping records of expenditures helps in future planning of purchases that the student will make.

8. When choosing housing, the student should give consideration to distance to the campus, church, grocery stores, laundry centers, and other community facilities.

9. If he does not plan to live with Americans, he should make an effort to participate in activities where he can have the opportunity to speak English.

10. The student should have information about medical insurance that would help him meet large medical expenses.

11. The student should be helped to recognize that it takes careful planning to have time for certain types of recreation such as sports, traveling, movies, and concerts while a graduate student.

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APPENDIX

QUESTIONNAIRE

Interview No. _____

Date _____

Length of Interview _____

Name _____ Sex _____ Country _____

Present Address _____ Tel. No. _____

Degree working toward (check):

Master's _____

Ph. D. _____

Special _____

Other (Specify) _____

Major: _____

Occupation of parents: Father _____ Mother _____

Religion (check):

Primitivism _____

Hinduism _____

Buddhism _____

Confucianism _____

Taoism _____

Islam _____

Judaism _____

Christianity _____

Other (specify) _____

Marital Status (check):

Single _____

Married _____

Widowed _____

Divorced _____

Separated _____

Other (specify) _____

If married, do you live with your family in U. S. ? Yes ____ No ____

How far have you gone in working for your degree? (check):

Taking all course work _____

Thesis and some course work _____

Doing my thesis only _____

Preparing for an oral exam _____

Other (specify) _____

Date arrived in U. S. _____. How much longer you
expect to stay? _____

When do you expect to finish your degree? _____

How are you supported? (check):

Scholarship _____ Source _____
Assistantship: Teaching _____ Research _____
Employed _____ By whom? _____
My family in my country supports me _____
Other (specify) _____

About how much do you get monthly? _____

II. What kind of housing do you live in?

III. What problems do you have with regard to housing here?

IV. What changes have you made in food habits since coming to the United States? (Discuss method of shopping, food preparation, changes in food and meal times, etc.)

V. What have been your problems with regard to your getting fed here?

VI. What do you keep in the refrigerator?

VII. Where do you store your cooked food?

VIII. Do you have checking or savings accounts here? Yes ____
No ____

Do you send money home? Regularly____ Sometimes____
Never ____

What changes have you made in handling your money since
coming here?

- IX. What changes have you made in getting yourself comfortably clothed here? (Discuss method of shopping, caring for clothes, changes in ways of clothing, etc.).
- X. What problems do you find here with regard to clothing?
- XI. What adjustments have you made with regard to getting things done? (Discuss changes made in study habits, schoolwork, self-maintenance, recreation, fun, religion, getting places, medical problems, etc.)