

PATTI LINDELL SCHOLARSHIP TOPIC FOR 1985-86

The topic of research for this year's award winner will be the history of the International Education program at Gustavus. It will be assumed that some background reading will be done on international education in American higher education. The bulk of the student's time, however, will be spent on two foci: first, researching the course of international education at Gustavus from its beginnings to the present time, and secondly, the organization and initiation of what will become an ongoing oral history of the experiences and observations of foreign students at GAC. The former area would include research in the Archives, administrative files, student newspapers, etc., as well as interviews with key personnel. It is expected that a formal paper will detail the results of this research and that a portion of it will be devoted to suggestions or possibilities for the future direction of International Education at GAC.

This notebook contains "Part Two" of the work done in conjunction with the Patti Lindell Scholarship of 1985/'86. \*\* Dealing with the perceptions of Gustavus Adolphus College's foreign student populations, it contains a collection of Gustavian Weekly articles and a section of comments made by the foreign students of '85/'86. It is hoped that this collection will be of use to many, especially those involved in further research, those interested in Gustavus' history, and those present and future foreign students who will read this material with, I suspect, some special interest.

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\*\*Part One, "A History of International Education at Gustavus," contains information describing the development of the College Office of International Education and history of the program in general.

### The Foreign Students

In 1862, Gustavus Adolphus College wasn't a "college" at all. Founded as a school for immigrants' children, it was called Minnesota Elementar Skola, the Minnesota Preparatory School. Not chartered in Saint Peter until 1874, it wasn't until 1890 that baccalaureate degrees were awarded.

During those early years, one would have been hard pressed to identify "foreigners" on campus. Nearly all of the students were recent immigrants; most came from Scandinavia. Instruction was in both English and Swedish, with much of the printed materials done in Swedish. Just who was foreign, and who wasn't, was probably more a matter of being Scandinavian than of being an American.

For the record, however, it should be known that the first students from abroad were Icelanders who had immigrated into Canada and then came to Gustavus to study in the early 1890s. This contradicts information given by the College Policy Statement of March, 1985, which states: "The first foreign student at Gustavus Adolphus College came from Panama in 1913." Whenever they started coming, and from wherever they first came, is certainly less important than the fact that they have been coming more or less regularly, and from more and more places, ever since.

By the late 1940s, Gustavus' foreign students were annually filling close to 1 to 2 percent of the enrollment. These figures have remained, to the present, basically constant. Efforts to increase the percentage have been only marginally successful. Today, however, the current thrust towards conscious internationalization of the campus includes plans to enroll a 3 to 5 percent foreign student population in the next few years.

While their numbers have been relatively small, the impact of foreign students on the College has been substantial. As evidence of this, the following pages exhibit articles collected from the Gustavian Weekly. These articles are not all inclusive in their summation of Gustavus' foreign friends; yet, they pro-

vide a very consistent chronicle of international student/Gustavus interactions throughout the years. While paging through the articles, you might find yourself remembering old friends, familiar faces: realizing that the experiences of yesterday's students were more than slightly like those of today's. It is hoped that this modest collection (certainly not all that has been written about foreign students at GAC) will be the beginning of an annual gathering of such material. Perhaps this project could be continued during the 1986/'87 year.

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Following the Weekly articles, you will find a set of questions which were asked during interviews, and on questionnaires, performed with/completed by the foreign students of 1985/'86. These questions were intended, in part, to assess how well the foreign students felt GAC was meeting their personal and academic needs. Derived from the "Wingspread Principles" of the National Association of Foreign Student Affairs (NAFSA), the questions were not intended to statistically measure the responses given in any way. They were, rather, intended to gain some insight into the current perceptions of the students in an informal setting.

Some of the responses are brief. Others, given during quite lengthy and involved interviews, had to be abridged. This was as per requests made by the students themselves; having given somewhat controversial statements, they asked that they not be exposed in print. Additionally, the quotes are not attributed to individuals. If you knew the foreign students well, you'll probably be able to tell who's who. The responses should be taken as intended, as brief glimpses of the Gustavian lives our foreign friends have led.

## The Foreign Students of '85/'86

In the spring of 1986, a series of interviews involved Gustavus' foreign students. Follow-ups to a questionnaire of the same nature, the interviews were intended to assess the College's consideration of international students' academic and personal differences.

The bases for the questioning were the "Wingspread Principles" of the NAFSA. These principles were established as criteria for the ethical recruitment of foreign students by U.S. institutions. Gustavus Adolphus College, as a member of NAFSA, incorporates the "Wingspread Principles" in its official policies. Therefore, it should take into account the cultural differences of foreign students when dealing with them in all matters. Whether or not it does so was the reason for asking the questions asked; in general, it was apparent that in nearly every case, the foreign students were quite satisfied that the College had looked to their interests, and that the College cared.

Certain responses, however, hinted at neglect not only by students, but also by faculty and staff, in their dealings with the internationals. Most often, this was evident when the foreign students discussed specific campus policies or instances they felt were unjust. While the interviews didn't attempt to investigate statements made, the fact that negative things were said must be noticed.

Approximately  $\frac{1}{2}$  of the foreign students on campus responded to the questionnaire. Their responses are included with interview results and presented here not as a statistically accurate survey, but rather as an informal overview of the students' responses to relevant concerns. Despite its scientific failings, the process resulted in an interesting, informative collection of the international students' perceptions and viewpoints.

Each question is followed by responses from both questionnaires and interviews. Also, the answers are intentionally presented in mixed order; this is to protect the interests of the

individuals involved. Names of places, etc., have been left as given, for accuracies sake and to clarify meaning. In some cases, in the interest of brevity, partial answers are given. This was especially necessary when transcribing interview results, as these were generally much lengthier than the questionnaire material. The questions are presented exactly as they were first asked, and in the same order.

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1. How academically prepared were you for Gustavus? For example, what difficulties have you had with classes being too hard, too easy, etc.; what academic problems, if any, have you had?

"I was quite prepared academically before entering into G.A.C. My study approach which I developed from home was not quite appropriate for my study here. Hence, when I encountered hard courses I had serious problems, and when courses were quite easy it was a walk over for me. Pretty easy!!"

"From where I come from we are used to having one final exam, towards the end of each semester or academic year, that determines your final grade."

"I found the calculus course relatively easier than other courses because I had done it before. But computer science was very difficult and I could not grasp what the teacher was teaching. Other courses were not too hard and at the same time not too easy."

"All Kansai Gaidai exchange students took the training class before coming to the States. Actually classes are not too hard to keep up with. The professors at Gustavus are actually friendly and easy to ask some questions. They are very helpful and nice to me. For example, I asked about extra time for exams, extra credit work if I got a bad grade...surely asked many questions from the lectures. I had big trouble in the class discussions. I was so nervous to speak out my ideas in the class. For Japanese students: Do learn the technical terms from the reading assignments!"

"The education that prepares you for the university in Holland, comparable to high school, is of a very high level, and very general oriented. So, academically spoken, I haven't had any difficulty at Gustavus. However, sometimes, especially in my political seminar, the language level is too high."

"I am very well prepared academically for the college. The difficulties are not with the classes being too hard or too easy. It is the obligation that I have to meet which has made it all difficult. For example, you need a "C" in any course to proceed further. I might be getting a "C" but at the same

time I am learning; the difference is that I haven't learnt as much as the others but I am still learning. What I mean is, I have learned even if I get a "C" and I would like to be able to proceed with the courses if I could."

"I was very much academically prepared for Gustavus before I gained admission. I was among the top 1% group out of 40 students. The classes are not very difficult with the exception of some English problems I encounter. This problem is very severe, especially when I write papers."

"I didn't have any academic problems really. My only "school problem" has been to go down to a level much like that of high school again. I feel a little too old to be treated as a high school student."

"I was well prepared academically, but especially my first semester I felt was hard here at Gustavus, because some of my classes were hard, like computer science. My English was not as good as I thought it was before I came here, so I think it is not an academic problem, but there are still some language barriers (especially multiple choice tests.) The wording is too difficult at times. Not always, but it happens."

"I was extremely well-prepared. I studied in a British high school system, which does more than the American system as far as college preparatory courses, general knowledge, and level of application are concerned. I like the liberal arts. Here I have a great many opportunities and find myself dabbling in a whole range of things."

"Upon arrival and subsequent study, I did discover some differences, areas I needed to improve in. For example, I had never before answered multiple choice questions. I wasn't accustomed to searching out tiny little details in material; I was more used to telling what I knew in writing essay exams. Those tests at home were more normative than the detailed examinations here at Gustavus."

"As far as academic problems, I have had a few. One has been my use of the language. You see, all my life I have used and learned British spelling, styles, pronunciations; now I have had some papers, etc., marked down by professors for spelling errors. Of course, when I explain my situation they have been most kind, and so it is not really a problem."

2. Had you any intention of attending Gustavus, or were you assigned to this college by some agency? If you did not intend to come to this particular school, why are you here now?

"I had applied to several different colleges and universities in the U.S. It was Gustavus which fitted into my intent and I too fitted into the criteria that Gustavus required of me."

"We didn't have any choice as to which colleges we wanted to go to. Our school has 54 exchange programs in the U.S. and they decided where we go to study depending on our English ability and so on."

"I am here through the Institute of International Education (IIE). They offered me a choice of four different colleges, of which Gustavus was by far the best. It offered the best courses, most variety, and also the best financial offer."

"I got a scholarship from my school to come as an exchange student. I was assigned to Gustavus by the school. Before I came here I wanted to go to a college on the east coast or some warm place. Not the coldest place in the world like Minnesota. I suppose I was assigned by the interviews with my teachers and by my grades. I also wanted to go to the small school. It was fate to go to Gustavus for me. I still don't know how come I'm here."

"I didn't intend on coming to this particular college, not really. I obtained information from the Educational Institute, applied to a few "big name" schools, some smaller schools, and took the first chance I got. You see, I really wanted liberal arts. I knew Gustavus only by the information from the Institute."

"Actually, it was a surprise for me to come to Gustavus. Last year, late May, I got a phone call from my relatives that live in Minneapolis asking me if I wanted to come here. I thought it was a great idea, so I started to send all the information that GAC needed about me. Since my grades were good enough and my English exam too, I got accepted."

"I did apply here, but did not intend to come to Gustavus particularly. I was interested in attending school in the United States and Gustavus was the best economical deal. I was selected from the university as an exchange student at Gustavus."

"Yeah, I had an intention of coming to this school. This was the only school I applied to in the U.S.A. I only wanted to follow in the footsteps of my brother. My brother is a graduate of this school."

"My parents play, and have always played, a leading role, a great role, in my education. In terms of school, studies, etc., I applied to several colleges on the advice of my father. Gustavus met our requirements and suited his tastes and choice of college which he and I as well thought would be best for me. Thus, I was accepted and came here."

"Actually, I just wanted any college in the U.S. because I felt that colleges in the U.S. were much better than those in my country. Strikes and other political factors unresting conditions forced me to complete 2 years course work in 3 years. So, I applied to different colleges in the U.S. and Gustavus gave me more scholarship than other colleges, so I came here."

3. Do you feel Gustavus provided you with enough financial assistance?

"I would say about enough."

"Unfortunately, I am not on any financial assistance. I really don't know who is eligible for financial assistance. My parents said they could afford to pay. Hence, I did not qualify for financial assistance."



"Not actually. I have only half aid. Although it is not sufficient, I appreciate it."

"Gustavus pays everything for me, except for my trips and books. That is sufficient, yes!"

"I did not have any problems financially, but I know people that have got good financial assistance from Gustavus, so I'm sure that if I had needed it, I would have got it."

"Oh, yes. I have received a great deal of assistance from the college. I really appreciate it, especially the chance to earn my own money with work."

"I don't have any financial assistance. My school pays for all my expenses at Gustavus. I paid to my school."

"Yes. I had a scholarship of \$5000 and workstudy that allows me to earn \$500."

"This question does not apply to me."

"Not quite."

4. Were you fully aware of all admissions requirements and procedures for admission to this college? Where did you get information about Gustavus from?

"I was fully aware of admission procedures at Gustavus. Having had a long experience of applying to universities all around the U.S., I was fully aware of what had to be done. As for the information about Gustavus, I got it from the American Library in our capital. I looked at the college almanac, and said here's one state which I haven't tried, and gave it a shot."

"Yes, I knew all the academic requirements and procedures for admissions to this college! I got this information from the letters sent by the college and from a book containing information about addresses of U.S. colleges and their admission requirements, at the United States Information Service in Kathmandu."

"Of course I was indeed fully aware of all the basic and specific requirements that had to be met before being accepted into this college. I first heard of this college from my father who in turn heard of it from his personal advisers."

"Yeah, I was really aware of all admissions requirements and procedures. I was briefed about it by my brother."

"I got the information about the exchange program from our Uppsala school paper. I am still not aware of admission procedures or applications. I never had to go through that."

"Yes! I got information about Gustavus from some relatives that live in Minneapolis temporarily."

"I discovered this college while looking through information on U.S. colleges and universities at the U.S.I.S. office. This is funny because I must say to everyone that I discovered Gustavus in a basement. What I mean is, the U.S.I.S. office is just a little room in the basement of the USEFI building in India."

"I learned about Gustavus from Kansai Gaidai."

"Yes, I got all the information I needed from the Institute of International Education and from the Netherlands American Commission for Educational Exchange."

"I don't think my situation applies to this question, as I came from Kansai Gaidai, where all was arranged for me by the school."

"I was aware of all admissions requirements. I received all the information required to apply, etc., from Gustavus' Office of International Education. M. Keswani was very helpful after I got here in informing me about what I must do. She's great!"

5. How has Gustavus helped you to meet your specific educational goals? Can you take the classes you want to be taking at Gustavus?

"This College has to this point provided me tremendous experience. To study, to live, all terribly intangible words, I know, but that is how I feel. The newness of such a different place teaches you to be independent, to make your own decisions. That's what life is like. You see, Michael, I'm a terrible optimist, a chronic optimist! I sit down and rationalize mistakes, I work well under pressure, even though there is more pressure here. In India, we did not have so much homework--only study occasionally, with most evenings free. So, I have learned more from Gustavus about pressure. At times I miss the time I had available to do casual things, hobby things-- but I came here for my degree, so I have no choice. Still, it's not all that bad. And I have been able to take the kind of classes I've wanted to take. For a college of this size, I think the flexibility is phenomenal!"

"Since I had to improve my English ability first, I postponed to take business courses which I really wanted to take. But, I learned a lot in addition to the English language itself through the courses that I took."

"I am fully able to take the classes I want, because profs will always let you into a class when you are an international student. At Gustavus I don't have any specific educational goals. I consider it more as a year off, a chance to experience education rather than learn something specific."

"The International Education Office has helped a lot. Kansai students are required to take ESL (English as a Second Language) at their first semester, and four points the second semester. The Office is always very helpful for me. But, Kansai is not the same as Gustavus. When I wanted to take Japan's History, I wrote a letter to get the permission for that. Contact with Kansai is a must whenever you will do something different than former exchange students did. Japanese students--Do check what class is going to transfer to Kansai!"

"Gustavus is a small school. There is a lot of attention to individual students and this I think is an advantage for me. My base for engineering is going to be strong. As for having to have other areas fulfilled, this has slowed my progress and performance--maybe because these things are not of any interest to me."

"YES!!!"

"Yes, Gustavus has helped. I am free to take whatever I want here. My only limit is that I have to meet the (very wide) requirements for my major at Uppsala--Only to be able to get a student loan from the Swedish government."

"I can't answer this question, as I am still a freshman. However, I will answer it next year for you. O.K.?"

"So far, as you know, meeting my goals here is a two part or team process. Gustavus and myself. Gustavus has so far done quite a good job and played its part well in meeting my educational goals, aims, and aspirations. The other side is my part, and I am progressing steadily, but slowly. I must admit that there have been some setbacks."

"Well, I came here to study computer science, and so far I have had no problem getting into the classes I want. I have been able to learn a lot about programming in the last 8 months. Talking with my friends from other colleges, I found that I have been spending more time with the computer than my other Nepali friends in other United States colleges. So, I am glad that I found Gustavus, because it has a good computer course."

"At Gustavus, I have been able to take classes that interest me. I am not sure how these will apply later in life, but I am sure the experience of being here will be helpful in itself."

6. Do you believe that your English language ability has been sufficient to meet the demands of this college? (For non-native speakers)

"My English language ability is proficient, sufficient, and excellent enough to meet the demands of any top college in the U.S.A.; English was my first language before I learnt my native tongue."

"Yes, but my friends have been telling me that I speak too fast."

"No! I think there is still room for improvement."

"YES!!!"

"Not at all. It was good, but it could have been a little bit better. I wish my English had been better when I came, even though it has been a good experience and my English has improved a lot!"

"Yes--I had almost ten years of English back home, taught by American teachers."

"I don't believe English ability affects the grade. If your English poor, you spend more time for your study. You can also arrange to have a tape recorder in class for notes, then study later."

"Yes! I believe my English has been sufficient, although I'm glad I have a dictionary for some of the required books."

"Not really, yet. But I'm trying to improve enough to catch up with my classes."

"Of course my English is sufficiently advanced for the demands placed on it by this college. I have been speaking English almost my whole life."

"When I first arrived, I was afraid to speak so much because I thought I would make some mistakes. But now, I feel more able, and I know this has improved my English tremendously."

7. Will a Gustavus education be of any particular use to you at home? If so, why? If not, why not?

"Yes and no. The experience itself has increased my awareness of the United States, but it all depends on how I'll be able to make the most of that."

"No, I don't think so. Not at all. I will only benefit from the improvements in my English. In Holland, the field of my study will be economics, whereas here I mostly took literature and political science courses."

"I have no idea yet. But, I met many international students here. The experience of meeting so many friends from so many places has been good, and I am sure it will be beneficial later, having made a lot of friends here."

"You see, my country has only recently been opened to technology, so we need lots of technical man power--be it medical doctors, engineers or whatever. Anyone graduating with anything in such fields, and especially with a degree from the U.S.A., will have a very good recommendation at home."

"Yes. I hope so! I'm going into Business Administration when I go back home. Some of my credits can be transferred to the university there, so much of what I've done here will be used. That's nice to know!"

"My Gustavus experience will be of whatever use I choose to make of it. I am a "Cultural science" major--accordingly, I study literature, journalism, anthropology, etc. The experience will not help me gradewise, as we don't have grades in the Swedish system, but of course the basic experience itself will always be of use in some way."

"I plan on grad school right after GAC. The experience and academics I have had here will help, in many ways. Most importantly, I believe, is the fact that my Gustavus experience has been one of great diversity. When I graduate, I can say, 'Look, I have an education.'--as opposed to, 'Look, I know my biology.'"

"Yeah, I think so. Gustavus is preparing me for graduate school as a medical student. To go home as a medical doctor is what my whole country cherishes. So, yes, Gustavus will be of great use to me at home."

"Computer science is a relatively new field back home. Computers are just becoming popular among offices in Kathmandu, so I see the need for computer science students back home. I should have no problem finding a job and I believe my Gustavus education will enable me to be part of the group of people modernizing the country."

"Yes, it will be of some use to me at home. But, I must go to graduate school if I am to get a job at home. It is essential. Although this college is unknown, a first degree here can still be used at home, but it would require some hustling. Such is the situation. Nevertheless, I was very aware of this before enrolling at Gustavus."

8. If you are coming back next year, why? If you are not coming back next year, would you like to? Why? (This question is asked knowing that some of you, for various reasons, will be leaving the school after this term. I am trying to determine whether you would like to return here, and why, so please do not feel I am asking the question in ignorance of your individual situations. Thanks!)

"I enrolled here for a four year program in 1984, and I hope to be here until 1988 or 'til I graduate. Thus, if things go as planned, I hope to be here again next fall."

"Yes, I am coming back next year--because I have three more years to go."

"Yes, I am coming back and hope to get a Gustavus degree before returning home."

"Oh, yes! The size of Gustavus promotes really great conditions, as far as meeting people, making friends. Here you get to know people and profs. and that is something that definitely makes me want to come back. Plus, the school has a good reputation. I knew the moment I came here that I was going to an excellent school, and I know now that I would like to continue to go here."

"Many people come to the U.S. as students not to study, but because they are dissatisfied with home for some reason. They say it's so much better here, etc. For them, going to the States is not going to study, but rather going to America. For me, it is nice to come to America, and it has been good to be here at Gustavus. I will hopefully be able to return."

"I am not coming back, and I do not think that I would wish to. I am 24 years old, and this has been a good and nice experience, but I feel a need to move on. I have one semester left of school after this one, and I want to finish it at home."

"I'm not coming back next year. I'd like to do it, and will probably do

it after a year or two. I think it's a very good college. I like the education that you get here and also the size of the school. It's not a very big college (Not as many people as the U of M) which I think is nice. Also, since I have a Swedish background, I feel very comfortable here."

"Yes, I'm coming back because I still have a year remaining for the pre-engineering courses. This is a good school and there is a lot of attention given to us foreigners and this is something I really like about the International Student Office."

"I can't come back! Because I got a scholarship for just one year, I can't come back!"

"I'm not coming back. I would love to, though. Mostly because on a campus like Gustavus' you create very good and close friendships. However, I realize that it would be better to do my studies at home, since that is, academically spoken, of a very high (and well-respected) level. Of an American education, people usually don't think very high."

"No, I'm not coming back to Gustavus. If I do come back someplace, I'd like to go someplace else, to broaden my perspective on the United States."

"Yes, I am planning on returning to this school. It wouldn't make sense for me to go anywhere else at this point. I like the school, and the people here are just great. At times it is quite boring, but I'm here to learn, anyway, and maybe boring helps me get things done."

"I'm not coming back, although if I could, I probably would. I like it here. But, I think that when you graduate, they would like you to go away. So, I will go away."

9. Please explain any problems you have had with U.S. immigration laws and regulations.

"N/A!"

"No problems."

"None."

"No problems."

"I don't have any trouble."

"I didn't have any problems with U.S. laws or immigration."

"I haven't had any problems."

"None."

"One problem, is that there are so many people who try to get a student for illegitimate reasons, that they don't believe you sometimes when you go to apply, that you are going to study. You must really convince them, and often that is hard to do. But, that is an understandable problem."

"Until now, I have had no problems. But, I did forget to get a yellow card at my port of arrival."

"I've not had any problems with the laws, any of them. My only problem is that I had one of my entry forms stolen at the airport, and never got it back. I've written to the officials about this, and they want me to pay \$15. Unfortunately, I've not got the money at this time."

"I have had no problems with these prior to and after entering the U.S. The main general problems are obtaining a visa from the U.S. consulates abroad and convincing them that you will return to your home country and that you can afford your educational expenses or that you have sufficient financial assistance."

10. Please explain any problems you have had with College rules.

"Sorry, I don't want to comment on this!"

"The only problem that I have had with the college rules is that I have at times forgotten that there are certain places where drinking is simply not allowed. Back home you can drink wherever you want, and so I have therefore forgot myself at times."

"None so far!"

"I have a very strong feeling that the alcohol policy is not only unfair, but at its root is not even of an intelligent or democratic nature. The policy allows for no discretion on the part of the enforcing person. How can this be fair? I consider myself a disciplined person, I can be held accountable for the consequences of my actions and will pay the price of my actions causing any harm whatsoever. Should this not be the attitude exhibited by the members of a democracy? I think so. I have been involved in a case in which a foreign student was charged with a violation of the policy, and found guilty. Let me assure you, the case was decided not on the issue of whether there was any malice or criminal intent involved in the violation, but rather on whether the violation occurred or not. In what court can a man be found guilty simply because some event has occurred? I do not believe this should occur in a place such as the United States, do you? In the case I refer to, there was never any real evidence. I will admit to you that the 'crime' did indeed occur, for honesty's sake. But, the person apprehending the offender showed no compassion for the particular situation. Why not? Because the College policy says 'No Discretion!' How very wrong, not only in the case herein discussed, but in all such cases. If evidence surrounding a case is inadmissible, how can a truly applicable punishment be given, how can intent ever be established? How can justice ever be served? This person who violated the policy never even realized a violation was committed. It was as completely accidental as could be. Yet, the person who 'caught' the offender would have none of that. And the result? The result was, in this case as in all such cases, that the 'court' ends up trying a case that has been pre-decided by the rules. And the accused is guilty simply by virtue of being accused in such a system. No room for true justice here. The alcohol policy is a fallacy; it is simply the college

taking the easy way out, and that is never fair."

"I heard of a judicial board hearing at which the director of residential life said that because the Dean had said someone was guilty, they must therefore be guilty. I simply could not believe it when I heard of such a thing. Especially in a so-called 'trial.' Although I have had no problems with the school's regulations myself, I just can't believe the College would support such a violation of a student's rights."

"I totally disagree with the rule stating that guests are the responsibility of their host. How can this be acceptable? If the guests go off on their own and do something wrong, and the host is not even there, how could the host be responsible for them? Unless the host is around, the guests should certainly be responsible for themselves."

"None. They are reasonable, as far as I am concerned."

"No problems with the College rules."

"I don't think I have had any problems with the College rules and regulations either."

"I have no troubles."

"Since in Europe we make less fuss about alcohol, I had problems with the alcohol policies over here."

"I have had no problems."

11. Please explain any problems you have had with the students here, with community residents, or with the College faculty and staff.

"I have had no problems which I think are unusual. I mean, anywhere you go you will always have some difficulties, correct? But here at Gustavus mine have been very few, indeed."

No problems. I thought that everybody was very helpful and interested. They understand that you come from a different culture and have different habits and morals."

"None."

"One problem has been in dealing with the housing office trying to get a room in Wahlstrom for next year. I have had no luck so far--and I really do not want to live with a roommate."

No problems in this area."

"Like I said before--I wish the faculty would treat us as grown-ups. Most of us are. The students are friendly, if you agree with them. A select few are wonderful, even if you disagree with them."

One problem I had with the townspeople right away was that I was not used



to people being so friendly. I come from a large crowded city; I am not used to such behaviour. The first day I was walking in St. Peter, an old man came walking up to me and he said, 'Hello!' Well, I was not used to this, and immediately thought, 'What does this fellow want of me?' And because my natural reaction was to walk on, I'm sure that he must have thought I was quite a snob or something. But, I thought twice about my actions, and I ran back and explained."

" I have been waken up from sleep by one of my section mates who comes home drunk from the bars at weekends and sometimes on weekdays. Otherwise, I have found everyone very helpful and understanding."

"Students here are on the whole generally friendly and very open. This, anyway, is what the United States is known for. Some of my section mates in the dorm are quite untidy and pay a lip service to keeping the section clean. I am by the way in Wahlstrom Hall, and have been there since coming to this College."

12.If you had the authority to change something at this College, what would you change? Please think of something!

"I think Gustavus should have a shuttle bus from St. Peter to Mankato so that students like us who do not have cars can go to Mankato and do some shopping."

"I would abolish all the physical education classes. It is to everybody's benefit to work out on his or her own rather than being forced to do so."

"The person who is living by oneself could pay for it with some extra money to make the situation fair."

"Less religious influences. I really felt threatened by it, in the beginning of the year. For J-term, they should come up with some better courses. Most of them are boring, or they are an insult to our intellectual capabilities. The student senate is very unorganized, and needs a lot of improvement."

"I would give the student senate much more authority. I would change the administration of the cafeteria, and of the housing office. I would change the Greek system and try to integrate the students of different groups. I WOULD CHANGE THE WEATHER!!!"

"FOOD! more variety for the fruits, soups for dinner. I would make sure that every dorm has the proper utensils for student cooking, and I would have more variety for the Sunday brunch."

Telephone! It is very hard to get a credit card for international phone calls. It takes at least two months. It might be a good idea if the students were advised to prepare for that before they came here."

"No, I wouldn't change anything, really. I think most everything works well just as it is, everything's O.K.!"

"I would change the academic standards placed on the students. What I mean is, stop putting a limit on the students by requiring them to carry classes outside their interests just because they are studying some other particular subject. While still being liberal, they should be allowed to take classes on the same subject as their major, or at least more related courses."

"I would change the way in which the foreign students are housed. Before my first year here, I heard that nobody liked Wahlstrom. During the year, it became more popular. I think this was because of the things we instigated, like all dorm parties and so forth. Well, we changed it, and now 3/4 of the students who lived there this year and want to live there again have been sent out of the dorm. I like the privacy that Wahlstrom gives. I believe that as foreign students, we should be treated as respected guests, we should be given some priority in such matters."

"I don't like to complain, but I would do something about the food in the cafeteria. It is not always bad, but you get tired of eating sandwiches everyday--No matter if you are an American or not!"

13. If you could change some aspect of your life at Gustavus, what would you change? Why? (For example, I might change my work study assignment because the boss is always...etc.)

"If there is indeed anything I could change in my life at Gustavus, it would be closing the library on Fridays and Saturdays at 9:00 pm. I think it should be open until 12:00 as it is on the other days. Don't be deceived, I am not a 'bookworm.' In fact, I need to change my study habits. But, the library should still be open as I said."

"I might change my work study assignment, because I do not like the work that I am doing. I work in the custodial department."

"I think it is meant to have a car here, so if I could I would have a car. It is so inconvenient without one here."

"FOOD!!! I am tired of complaining about food at Gustavus Adolphus College. I should stop complaining and then fix my own meals once in a while. But, there really is not time to do so here, is there? So, I would like the time to do so, or have better food available on campus."

"I would eliminate many of the rules. Like the alcohol policy, and some of the dorm rules, etc. As for other things, well, I would just hope that the influence of religion would be lessened. I wish that some of those who are really into it would realize that 'atheism' does not necessarily mean 'sent from hell.'"

"I'm very pleased so far. But, if I had stayed longer, I would participate in more sports than I did."

"I would have skipped more classes and not taken school so seriously. Obviously the teachers only pay attention to exam results, and I could have done fine and had a lot more fun. I wish I would have used Gustavus a little more than I have. I should have taken guitar and some singing lessons,

and I definitely should have used Lund Center more. Oh, well!"

"If I could, I would go to all the people I have confused by my being different, and try to get to know them, try to explain and see things in the way that they see them. When you go home, after being in the U.S., you are treated as someone who has seen more and as someone who knows more. People who come back are usually a little bit smug, a bit more snobbish, and I think this is probably because they feel like they are walking back into a lesser world than they experienced in the States. I think this is the same in any third world country. So, I would try to let people know what my country is like more while I am here, thereby I might perhaps not forget myself when I return home. As far as other things at the College are concerned, I would not change so very much. The International Student Office has been great, and as far as I'm concerned, Marianne is Family!"

"I would like to change my sleeping habits because I used to go to bed late and wake up early. I have been able to do the first part, but I have not been so successful on the second part. But, I am not complaining--a man's got to learn to live under pressure."

"I would change the way I have spent a lot of my time. I mean, Not spent some of my time. I can remember many times when I would do nothing, maybe because I was tired from studying at the time or something. But, now it is time for me to leave, and there is so much that I should have done. I don't even know enough about St. Peter to really tell anybody about it when I return. So, I would make better use of the time I have here."

"I don't think that there is so very much that I would change, really."

4. For this last response, I would like you to pretend that you have returned home. A friend asks you about your American education, and is very interested in knowing about Gustavus. Please describe Gustavus Adolphus College in as much detail as you can. Tell me all about the College, as you would tell it to a friend at home. Thanks!

"Gustavus Adolphus is a small liberal college situated in a small town called St. Peter. Students of the college and people of St. Peter are very friendly. It has good academic courses such as math, computer science, and other courses. Unlike Nepal, most of the classes have less than fifty students, on the average. The professors are very friendly and willing to help you solve your difficulties. During my stay at Gustavus, never once did I feel that I was not wanted there.

The food in the cafeteria is not bad and totally different from what we are used to here. They like to serve their food cold rather than warm. If you want your food warmed, you can use the microwave oven. The students like to go down to the bars on the weekends and much of their social life centers on bars as bars are found in every U.S. town.

College movies are shown every weekend and the school has a superb sports complex. You can play almost anything. If you like sports, you will like this college very much. There are a lot of things the international students do together and I am sure you will feel at home at Gustavus if you decide

to come here.

They do not offer full scholarships, but they do offer substantial amounts. You should definitely consider Gustavus as a possible choice of college if you decide to attend a U.S. college."

"Gustavus Adolphus College is a small college, a liberal arts college with a population of 2,300 students. It is located in an ideal place 60 miles away from the bustle and noisy city of St. Paul, the capital of Minnesota. Its unique environment makes it an appropriate place for a college which wants the best for its students.

Since Gustavus is a liberal arts college, the courses are unlike none, where you concentrate more on your major. This is very rewarding, although you might find it quite unusual and feel less confident in the beginning. It will be very useful and interesting later on. Most important, it gives you some knowledge of other fields which you are bound to encounter sometime in your life. Hence, it prepares you quickly in a four year period to meet the world, pursue your career and puts you in a better position to handle things you would have known little of before or could not have tackled.

The food is good. And, the residence halls are quite comfortable. Most importantly, the academic standards here are quite high. You must learn to distribute your time wisely if you are to come out successfully. The people at Gustavus, the majority of which are white, are easy going and friendly. In fact, there are two groups, the ISO and the BSO (International Students Organization and Black Students Organization) that you are eligible for membership in.

Sports! G.A.C. has an ultra-modern sports complex, a mini-stadium that all students are proud of. Various sporting activities are offered, from soccer to swimming."

"This is a small, good and rich school. Studies are quite demanding. There is a lot of individual attention given to you to help you with your studies. In a year or so you come to know a lot of students because the fact that it is a liberal arts school means that you will be taking courses in a number of different areas, you will be meeting a lot of new faces. People are friendly. The college itself, being situated in a small place, is very quiet and safe. Finally, if anyone likes to attend an American college, try for a small school rather than a big name school for the undergraduate time. With a fine base here, then everything else will be smoother, whichever graduate school you choose."

"What I believe is most important about Gustavus, and what I would stress if describing the College to a friend, is that the school is a very, very good catalyst for experience. It is a wonderful place to develop yourself as your own person, rather than being your mother's, father's, or brother's son or brother. Gustavus Adolphus College is a place of many opportunities, if you choose to use them you will find yourself continually challenged and quite often rewarded. That is what I would say to my friend. The details about the physical properties of the place, etc., he can find out in the catalog."

"Students study very hard at Gustavus Adolphus College, but they drink a lot (many of them) sometimes, too. At Gustavus, students live for the most part in dormitories. This develops strong cohesion between friends, but it also prohibits them from broadening their perspectives."

"The American educational system does not have an 'educational hell' in high school. The student is allowed to choose his classes by himself. In other words, they don't have to take math or foreign language classes every year. American college students, on the other hand, study a lot. They have to decide their major at the same time they have to choose their occupations. American students often talk about the major and the occupation they will pursue after graduation. At Gustavus, many students talk about grades all the time. Many students get a part-time job at school. They spend the money earned on school, and not for their clothes or private expenses. The one thing I can't stand is the noise American students make. They listen to music with full volume even when it is Sunday morning, or after ten at night. American students know how to be crazy! they know how to enjoy themselves whenever they find the time. Just ask someone about 'rush' or 'toya party.'"

"I would tell them that Gustavus is a very competitive liberal arts college. The level of education is, for American standards, really high. The people are very nice and helpful. They are interested in the culture you come from. There are a lot of things for you to do, so that you will not get bored (game room, Lund Center, concerts, movies, dances, barn busts--I would especially explain those!) But, I would especially point out that the friends you make will become very close to you...because you see them so very often. Every time of the day, whether they are sad, happy, angry, upset, etc., etc. And to see them in all these different situations, these different states, will make you feel very close to them."

"It's a wonderful college!

People are very nice and open, especially when they know that you are from a different country. They are very interested in talking to you, asking you about the differences between your country and the U.S., etc. But what I think is the most important thing is that Gustavus gives you the opportunity to build up a good education at many different levels. Not only academically, but also personally. I love the campus, regardless if it's summer, fall, winter, or spring. It's great during any season. There's a great art building right in front of Valley, where I live. Then, there are different buildings all across campus in different styles. There are two things that have impressed me since I came here. The Bernadotte Memorial Library, and Lund Center, with all their facilities for students, faculty members and other people. It would take me a lot of time and space to describe G.A.C. as I would like to, but, in a few words...G.A.C. IS GREAT!!"

"Gustavus is a tiny college, around 2,000 students who are basically rich. It has few minorities, and few religions other than Lutheran. It is a lot like 'gymnasium' (our high school) in that the teachers give you 'homework' and check to see if you've done it. the students almost always come right from high school, which means they are 'on their own' for the first time. Most, if not all, students are economically dependent on their parents, who pay for their schooling. The students live together in twos, most of the time. The rooms are small, and you share bathrooms and showers with other people on you'floor.' The

school is kind of a 'community within the community.' Students are in no way part of society and don't contribute to anything in the larger society.

Students' political interest is apparent, but the interest is of someone who is not concerned about something happening to themselves.

Somehow, and this may sound cruel, I have the feeling that they are doing the 'political awareness thing' to please a god sitting in the clouds looking down on them. This is not meant, of course, to include all politically aware students, but rather the ones who have impressed me so much."

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