INTERNATIONAL HOUSE

ON THE

UNIVERSITY OF BRITISH COLUMBIA CAMPUS

by

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ABSTRACT

International House at the University of British Columbia is directed towards promoting understanding and goodwill among students of all countries attending the University of British Columbia. With the fostering of more friendly international relationships and world peace as an aim, the House has assisted the students and the University in handling academic and social activities of an international character.

As International House has developed over the past twenty years, its programs and activities have reflected student, University and community interest and involvement. The orchestration of programs and activities consonant with these interests has been central to its development.

This study attempts to provide information relating to the development and functions of International House on the University of British Columbia campus by attempting to identify major thrusts in its development and significant trends in its activities. In order to further clarify the use and functions of the House, this study also attempts to identify the 1970-72 student clientele and provide a rough weighting of student opinion regarding International House programs and activities.

To provide information on its development, an investigation of available documentation related to International House is supplemented by open-ended interviews with selected persons associated with it. Examination of program bulletins, booking arrangements and student

questionnaire responses is undertaken to expand upon and obtain data on the nature and character of International House programs and activities and students' opinions of them.

Major findings:

1. The prime concern of International House has been the programs and services it offers to interested Canadian and non-Canadian students as well as University and community people.
2. Little substantial, co-ordinated or continuous research of a supportive nature is available to improve, shape and aid International House programing.
3. Problems of program balance associated with the co-ordination of student groups appear to have been a recurring concern throughout the development of International House.
4. Strong community participation has been evident in the sponsorship and support of International House programs but, with few notable exceptions, the integration of community groups and organizations into International House programing has been difficult.
5. A regular, continuing educational programing component is not evident. Academic research has been initiated but not sustained.
6. The service function of International House has been important. Within the limits of its particular student and community resources, and complemented by other University advising facilities, International House has attempted to meet student needs by offering small but important student-oriented counselling and other services.
7. The majority of users of International House in 1970-72 were non-Canadian students who attended once or twice per term. On the

basis of questionnaire responses, Canadian students appeared to hold a more favourable impression of International House than non-Canadians, but like non-Canadian students, expressed concern regarding ethnic group seclusion, the paucity of Canadian student participation and programing balance between academically and socially oriented programs.

Recommendations

From a consideration of the data, the following recomm ndations are made:

1. That International House develop and maintain a system of program evaluation to support that research which would be useful in shaping future programs of the House.
2. That International House achieve a balance between its formal and informal, academic and social, group and individual programs.
3. That International House attempt to gain funding to reactivate its research committee in order to provide basic information for a better understanding of cross-cultural programing.
4. That International House clarify the specific nature and extent of its service functions in order to concentrate its resources on those most essential.
5. That International House clarify the "image" it wishes to portray, develop appropriate programs, and then initiate a publicity campaign to advertise its programs and activities.

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CHAPTER 1

INTRODUCTION AND STATEMENT OF THE PROBLEM

Introduction

Students representing most countries of the world have graduated from Canadian colleges and universities; over the past thirty years the third largest university in Canada, the University of British Columbia, has attracted large numbers of non-Canadians.[1] The contributions made, the experiences encountered, and the impressions gained by students who remain in Canada or those who return to their home countries are of great importance to Canada and to the institutions with which they are closely associated during their first years in this country.

Non-Canadian students attending U.B.C. provide opportunities for cultural exchanges which have the potential of being unique experiences for not only the non-Canadians, but the Canadians as well. Such exchanges and international contacts provide the possibility for students to acquire through international interactions and discussions an awareness of the cultural values and problems of others. It provides, as Senator J. W. Fulbright has expressed so well, the possibility, in an

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[1] One hundred and forty-seven non-Canadian students were at U.B.C. in 1947-48. By 1962-63, the number grew to 1,478 students representing approximately 10.8 percent of the total winter enrollment. In 1972-73 there were 2,709 or 14.2 percent non-Canadian students on campus. (Academic Planning Office, University of British Columbia.)

international context ". . . to develop empathy, that rare and wonderful ability to perceive the world as others see it."[2] In this regard, Dr. N.A.M. MacKenzie, President Emeritus of the University of British Columbia, clearly stressed his conviction that:

> . . . the only hope of a decent life for the billions of human beings on this planet is an understanding of each other and of their problems and a common effort, an united effort as well as the individual one, toward the solution.[3]

Thus, through the expansion of the boundaries of human wisdom, sympathy and perception, great benefits are possible.

International House at the University of British Columbia stands in recognition of these benefits. Its main purpose is:

> . . . to promote understanding and goodwill among students of all countries attending the University of British Columbia, and to assist the students and the University in handling academic and social activities of an international character, and thereby to foster more friendly international relationships and world peace.[4]

Although students and international relationships stand to benefit from a successful International House program, study abroad does not automatically result in an uncritical appreciation for the host society. In fact, as E. J. Wilson points out, the responsibilities are extensive:

> When we get involved in the education of students from overseas, we obligate ourselves to a commitment that

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[2]J. W. Fulbright, "Education for a New Kind of International Relations," International Educational and Cultural Exchange, 3 (Winter): 17.

[3]Interview between the writer and Dr. N.A.M. MacKenzie, President Emeritus of the University of British Columbia, Vancouver, September 27, 1972.

[4]Constitution of International House of the University of British Columbia.

> goes beyond the confines of the university structure. We at once become a partner in the international affairs of the nation and the world--a complex and far-reaching involvement.[5]

Statement of the Problem

The major concern of this study is to examine International House at the University of British Columbia in order to understand its development and functions on the campus. To this end, the major thrusts in the development of International House are traced, and selected years are examined in order to gain insights into the functions of the House and to identify, where possible, significant trends in its activities. In a tentative sense, this study attempts also to gauge the use and functions of the House by evaluating the involvement of both student members and non-members in its activities. In brief, this study is intended as an investigation and analysis of the functions, activities and programs of International House in the light of its development from 1949 to September 1972, when this study was undertaken.

Source of Information

The primary sources of information include the following:

1. Records and files of International House, the International House Association and the Council for Friendly Relations with Overseas

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[5] E. J. Wilson, "Summary of Paper on Orientation and the Impact of the Foreign Student on the Campus and Community," Research in Programs for Foreign Students - A Report (New York: Institute of International Education, 1969), p. 54.

Students that are available at International House, in the University of British Columbia archives or from persons interested in the House. These include minutes of meetings, reports, publications and correspondence.

2. Personal interviews with past and present students, staff and interested people directly involved in International House over the years.

3. Available minutes of the meetings of the Board of Directors of International House at U.B.C.

4. Available minutes of executive and annual general meetings of the International House Association.

5. Responses to a questionnaire sent to a sample of U.B.C. students.

6. University publications.

7. Data obtained as a result of a letter sent to foreign student advisors at Canadian institutions of higher learning.

Methods and Procedures

Two primary methods of investigation were employed in this study. The first involved gathering information on the International House at the University of British Columbia by means of a search for, and an examination of, available documentation related to International House. Factual material gleaned from records, files, and publications was supplemented by information supplied during open-ended interviews with selected persons associated with International House. Not all key persons who had been associated with the House were interviewed because of practical limitations.

A second method, intended to add relevancy and a more up-to-date perspective to the study, involved investigating the academic years 1970-71 and 1971-72 in detail in order to evaluate the use made of the House. This evaluation was carried out by identifying those activities held at and in association with International House by examining program bulletins, booking arrangements, and categorized responses to a short questionnaire mailed to a sample of students at the University of British Columbia.

The sample included those students registered for the 1970-71 and 1971-72 academic years whose addresses were still available and who were still studying at the University during the 1972-73 academic year. Those students, therefore, who used the House in 1970-71 and/or 1971-72 and graduated or left the campus were excluded.

Basic Assumptions

1. In examining the programs and activities carried out at International House, it is assumed that the actual functions of International House are indicated by the various programs which have occurred and shown a degree of permanence. In this sense, it is assumed that the programs and activities indicate the operational definition of the stated purposes of International House, U.B.C.

2. In the survey of students' involvement with International House activities, it is assumed that the person who was responding to the questionnaire interpreted items in the same manner as the researcher.

3. Finally, the survey of research concerning non-Canadian students studying in Canada is based on the assumption that foreign student advisors

or persons acting in that capacity, are aware of any research undertaken at their institutions.

Limitations of the Study

This study is limited by the absence of a complete set of International House files. The difficulty in retrieving basic documentation over periods of up to four years is a seriously limiting factor. Although interviews with selected people have compensated to some extent, it has not been possible to gather information from all people connected with International House. In short, the lack of consistent, complete records and basic documentation of past activities, programs and issues limits this study in terms of entirety and precision.

Definition of Terms

Lack of consensus among Canadian university personnel as to who is a "foreign" student is evident.[6] For some purposes, for example, statistical collation of foreign student admissions to a university, it is desirable to distinguish students possessing landed immigrant status from those possessing student visas. For other purposes, for instance, the study of the services provided for "foreign" students and the problems they encounter because they have not lived in Canada and are ". . . different from the student who comes to university out of a Canadian milieu . . . ,"[7] those with landed immigrant status and

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[6]Norma Walmsley, Canadian Universities and International Development (Ottawa: Association of Universities and Colleges of Canada, 1970), p. 98.

[7]Ibid., p. 99.

student visa status are considered the same. Such categorization, however, does not take into account the great heterogeneity of foreign students nor does it suggest controls over the intellectual, linguistic, and cultural factors which might be "causal" factors in the interpretation of results of research.[8]

The terms "overseas," "out of country," "international," and "non-Canadian" have also been used in the past, but little or no agreement exists on when or how the terms should be used. The most useful definition seems to depend to a large degree on the problem under consideration. If the problem is to assess the counselling services of the House, then the "home country" of the student seems important. The student from Great Britain or the United States is certainly in a better position to familiarize himself with Canada and a Canadian university milieu than the student who is experiencing difficulty with English or French or is the only person from his/her country on campus. On the other hand, if the House is seen as a place where international contacts and interactions between students from all countries take place, then it is as important for the student from Great Britain or the United States to be involved as the students from other countries. In this case, the definition of "foreign" should be broad and all inclusive.

Although the term "overseas" has gained a degree of acceptance and is reasonably valid if students from the United States are excluded, the present study uses the term "non-Canadian" to include all students

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[8] L. Kirstein, ed., Research Programs for Foreign Students - A Report (New York: Institute of International Education, 1969), p. 25.

not possessing Canadian citizenship whether they are landed immigrants or hold other types of visas. This use of the term is based on the assumption that an open-structured International House should attempt to create international contact and understanding among all students. Students from the United States of America or Great Britain who are often not considered in any real sense foreign to Canada, should also have the opportunity of meeting both students from Canada and other countries. It is also felt that since students from the United States of America and Great Britain constitute a large percentage of the non-Canadian student population at the University of British Columbia, they should be included in a study of this nature.

In addition, the term "non-Canadian" avoids unfavourable connotations associated by some with the term "foreign" and eliminates the restrictive aspects of the term "overseas" which suggests that the students from the United States of America or Mexico need not be considered. Although the term "non-Canadian" is too broad a classification for discussions on counselling and guidance, the use of the term is based on the assumption that an international house is concerned mainly with cross-cultural contacts and interactions and not mainly with helping new students make the transition to Canadian university life. It must be recognized, however, that as long as a lack of consensus among university personnel exists as to who is included in the term "foreign," confusion will persist and meaningful dialogue will be hampered. This creates difficulties in the clear understanding of available writings and data. Wherever new data are collected and analyzed, this study

uses the term non-Canadian to include those not possessing Canadian citizenship.

Organization of the Study

Chapter 1 of this study is concerned with providing an introduction to the general area of investigation. Introduction, Statement of the Problem, Limitation of the Study, Basic Assumptions, Sources of Information, Methods and Procedures, Definition of Terms and Organization of the Study are its primary components.

Chapter 2 consists of an attempt to discover the extent and nature of research regarding non-Canadian students studying in Canada in the hope of isolating other studies related to international houses.

Chapter 3 outlines the general development of the House since 1949 in order to provide a foundation for analyzing the major thrusts in its development and for identifying significant trends in its activities.

Chapter 4 comprises a description of the groups affiliated with International House, its membership, physical plant and personnel.

Chapter 5 consists of an examination of activities and programs in order to highlight their nature, character and functions.

Chapter 6 attempts to more clearly identify the student clientele of International House and the events they attend. It further seeks to provide a rough weighting of student opinion regarding International House programs and activities.

Chapter 7 contains the Summary, Conclusions and Recommendations of the study.

CHAPTER 2

RELATED RESEARCH

International House at the University of British Columbia is an institution which, through its very aims and objectives, is concerned with both Canadian and non-Canadian students on the University campus. Research in Canada on the broad topic of international education or on student exchanges is very limited. Research on the more specific topic of institutions such as an International House, its operation and function is characterized by an even greater paucity. As late as 1963 a participant at the International Study Conference at the University of British Columbia commented that ". . . there has been no study on the academic achievements of students that have come to this institution for a degree, nor of the success or failure of the Canadian students who have gone to study in foreign institutions."[1] Another speaker at the same conference said that a great deal of the difficulty experienced in the field of student exchanges and international contacts ". . . arises out of the fact that so much of what we do is based on what we feel or what we hope, and very little is based on what we know."[2]

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[1]John Haar,"International House Study Conference," Report of a study conference to consider "The Role of International House in the University and in the Community," The University of British Columbia, March 2, 1963 (Mimeographed), p. 7.

[2]John Porter,"International House Study Conference, The Role

Although scholars have travelled to other countries to acquire and exchange knowledge since the existence of universities, the extensive involvement of universities and colleges in international education is a relatively recent occurrence. Most studies related to this field have appeared since World War II[3] when overseas student enrollment at institutions of higher learning increased considerably. Canadian involvement with non-Canadian students in terms of percentage of the total university student population has been significantly greater than, for example, the United States of America. Numerically, there are fewer non-Canadian students in Canada but they represent a large percentage of the total student population. In 1968, the 110,315[4] foreign students in the United States represented less than two per cent[5] of the total enrollment in American institutions of higher learning whereas the 27,263[6] non-Canadian students in Canada approximated 10 per cent[7] of the total enrollment in 1968-69. The higher percentage of non-Canadian

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of International House in the University and in the Community," The University of British Columbia, March 2, 1963 (Mimeographed), p. 10.

[3]Nolan E. Shepard, "The Acculturation of Foreign Students in Southern Colleges and Universities" (unpublished Ph.D. dissertation, University of Mississippi, 1970), p. 26.

[4]Institute of International Education, New York, 1968.

[5]Rhodelia C. B. Lozada, "Foreign Students at Purdue University: A Study of Selected Personal and Academic Characteristics in Relation to Current Experiences and Future Expectations" (unpublished Ph.D. dissertation, Purdue University, 1970), p. 2.

[6]Norma Walmsley, Canadian Universities and International Development (Ottawa: Association of Universities and Colleges of Canada, 1970), p. 102.

[7]Ibid., p. 102.

students is not paralleled by an increase in research, documentation and critical analysis.

Professor Norma Walmsley, in her study of resources available at Canadian universities that could support Canadian programs of international assistance and co-operation, is a pioneer in this field in Canada. In her study published in 1970 she found that at most universities, facts and figures essential to document her study did not exist in readily accessible form, and that evidence revealed quite clearly that university practices in the international development area had been mostly neglected, with little policy formulation or critical examination done.[8] Furthermore, she noted that with the exception of a few individuals ". . . those who were in a position to influence university policies had relatively little accurate, specific and up-to-date information with which to do so."[9] In her opinion, her report contains more comprehensive information than has ever been available in one place about Canadian universities' involvement in international development. Moreover, she states that it represents the first comprehensive attempt made to discover, on a Canada-wide basis, the nature and extent of our university involvement as it pertains to non-Canadians studying on our campuses.[10] "Foreign students" were only a segment of her study, but she asked each university to provide as complete details as possible on its involvement with overseas students.[11]

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[8]Walmsley, International Development, p. i.

[9]Ibid.

[10]Ibid.

[11]Letter from Professor N. E. Walmsley to the writer dated January 16, 1973.

As her study progressed it became very clear that not only was there relatively little information known in general about foreign students, but most universities really did not know ". . . exactly how many of which category (landed immigrant or student visa) they had on their campuses or of which nationality."[12] At each university visited, Professor Walmsley requested details from overseas student advisors (or their equivalent) regarding any follow-up or evaluation of foreign students' work (how many succeeded, how many returned home, and any other information known to them or others on campus of that university's experience with overseas students). Once again the ". . . results supplied were very sparse indeed - each one admitting that very little if any information was available, and that much research was required."[13] Even where small studies had been undertaken the persons most concerned with overseas students were usually unaware of the findings.

As late as 1970 then, very little research on non-Canadian students studying in Canada existed or was readily available for research purposes. A Commission's study of the role of the International Student Centre at the University of Toronto indicated a similar situation. In its preamble it acknowledged the paucity and expressed the hope " . . . that within a few years there will be a more advanced understanding of foreign student needs and potential, and a more developed literature on the subject will have emerged."[14]

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[12]Letter from Professor N. E. Walmsley to the writer dated January 16, 1973.

[13]Ibid.

[14]Letter to Mr. R. Ross, Vice President and Registrar, University

Literature regarding non-Canadian students studying in Canada exists mainly in the form of reports of conferences, workshops and information brochures;[15] and although numerous handbooks for visiting students are available, the proceedings of a number of conferences and the few surveys which have been conducted indicate that very little comprehensive work has been done. What is notably absent in the Canadian context is the type of comprehensive work attempted by such organizations as the American National Association for Foreign Student Affairs.[16]

Existing Canadian work is relatively recent and resulted from an awareness of interested groups and organizations who expressed concern for overseas students in Canada whose numbers increased from 2,700 in 1953 to more than 6,000 by 1960.[17] These organizations recognized not only the problems and the potential benefits of having overseas students in Canada but also that these considerations seemed ". . . to be more fully appreciated by countries other than our own."[18] In 1961 when

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of Toronto, in the Report of the Commission to Investigate the Future Role of the International Student Centre, by Kelvin Andrews, Chairman (University of Toronto: International Student Centre, 1971).

[15]This is demonstrated in section M - International Student Services - of a recent bibliography on student services at Canadian universities available from the Association of Universities and Colleges of Canada, Ottawa (Mimeographed), pp. 52-55.

[16]National Association for Foreign Student Affairs, List of Materials in NAFSA Archives from 1948 to June 1, 1971 (N. W. Washington, D.C. : NAFSA, 1971), 12 pages.

[17]World University Service of Canada. Problems of Overseas Students in Canada. Report of the Ontario-Montreal Regional Conference held at the University of Western Ontario, London, March 1961. (Toronto: World University Service of Canada, 1961), p. 1.

[18]A. J. Earp, condensed version of address given to the World University Service of Canada Regional Conference on Problems of Overseas Students in Canada (Toronto: World University Service of Canada, 1961), p. 11.

overseas students represented some 6% of the total Canadian university population, the then Associate Secretary of the Canadian Commission for UNESCO expressed surprise that

> . . . Canada, which at the present time [1961] spends about $100 million annually on various international assistance programmes, has not found it possible to finance and provide adequate arrangements for the reception and welfare of those who come to Canada at the invitation of the Canadian government under official or semi-official auspices.[19]

In response to the realization that it was no longer possible for Canadians to be indifferent to the presence of the growing number of overseas students in Canada,[20] thirty-four overseas students and forty-three Canadians attended a regional conference of overseas students registered at Ontario and Quebec universities,[21] and discussed the various problems facing overseas students. The topics for discussion included problems prior to arrival, arrangements on arrival, accommodation, living in Canada, life on campus, contacts with Canadians and vacation activities. Crucial problems of that time concerning overseas students were recognized but little documentary research resulted. Questions raised in the introduction to the Conference - Why do the overseas students come to Canada? What are their impressions when

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[19] Lewis Perinbam, condensed version of address given to the World University Service of Canada Regional Conference on Problems of Overseas Students in Canada (Toronto: World University Service of Canada, 1961), p.17.

[20] World University Service of Canada. Overseas Students, p. 1.

[21] Robert Yi-Ming Huang, "Problems of Overseas Students in Canada," NCCUC Proceedings of the Annual Conference 37 (1961):42.

they arrive? How do they get along with Canadian students, professors, government officials and the public? What are their feelings toward Canada when they return home? - remain unanswered in any comprehensive form today.

Several months later, responding to much the same interest and concern, the National Conference of Canadian Universities and Colleges arranged a special symposium to discuss problems of overseas students and to receive the report of its sub-committee on the problem.[22] Following its recommendations, a guide for students from other countries who were planning to study at Canadian universities was published.[23] In the same year the First World Conference of International Houses and Centres was held in Paris. With most countries of Europe represented along with India, Ceylon, Japan, Chile, U.S.A. and Canada the conference considered ". . . student problems in a strange land" and the goals of international houses. Emphasis was given to residential international houses.[24] Ten years later, the Second International Conference of International Houses and Centres was held at U.B.C. with Australia, the United States, England and Canada represented by twenty-nine participants.[25] Unfortunately the report of the conference is difficult to

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[22] D. B. Clark et al. "Problems of Overseas Students in Canada," NCCUC Proceedings of the Annual Conference 37 (1961):pp. 23-53.

[23] Canadian University Foundation (CUF), University Study in Canada, Ottawa, 1962.

[24] Minutes of the Executive Meeting, International House Association, B.C. Chapter, September 28, 1961.

[25] Report of the Second World Conference of International Houses and Centres, The University of British Columbia, May 15-16, 1971, 20 pages.

evaluate since it is composed of brief comments made by participants during panel presentations and discussions, rather than papers presented. Session topics included: Student Involvement in Programing, Administration, Boards and Committees, the Community; Workshop on Major Problems Facing the International Director; the Role of the Volunteer; Fund-raising and Alumni Relations.

The need for more knowledge was recognized, however, and some of the problems raised in 1961 at the WUSC conference were again identified six years later by a director of a Canadian International House when he wrote:

> We don't know to what degree foreign students' training is appropriate to their career needs at home. We don't know what percentage of foreign students do go home, nor of those who do, what percentage establish themselves successfully in their professions. We don't know how extensively, or subtly foreign students' goals change while they are here, nor what their original motives were in coming.

He continues:

> We don't know what percentage of foreign students enjoyed social acceptance in Canada, nor which ones, nor why others don't. We haven't the slightest idea how many foreign students really have no social or learning goals with regard to Canadians and Canadiana. Nor do we have any notion how many or which students come with completely false preconceptions or with totally unrealistic goals and expectations, nor why. We do suspect that if we checked with a large number of students from one country we would probably run the gamut of expectations and experiences.[26]

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[26]Editorial, Bulletin, Canadian Service for Overseas Students and Trainees (now CBIE), August 1967, No. 13, p. 1.

Related documented research on non-Canadians studying in Canada is sparse, and attempts to identify such work have yielded little. A follow-up study to the Walmsley Report has not been undertaken by the Association of Universities and Colleges of Canada.[27] A bibliography of higher education in Canada by Harris includes an entry on "Admission of Chinese Students to Canadian Universities" in 1922, two articles on foreign students in 1954, and entries on the two previously mentioned conferences concerning the problems of overseas students.[28] A recent bibliography of American dissertations on Canadian education does not include entries on non-Canadian students studying in Canada[29] nor does a recent bibliography of Canadian theses on international education.[30] A master's thesis of related concern was listed in the Canadian Association of Education listings[31] but few significant works are indicated

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[27]Letter from Nancy Geddie, Information Associate, AUCC, to the writer, dated January 9, 1973.

[28]Robin S. Harris, A Bibliography of Higher Education in Canada Supplement 1971 (Toronto: University Press, 1971).

_____, A Bibliography of Higher Education in Canada (1965).

_____, A Bibliography of Higher Education in Canada (1960).

[29]Franklin Parker, American Dissertations on Foreign Education - Canada, Vol. I (New York: The Whitston Publishing Company, 1971).

[30]H. L. Narang, "A Bibliography of Canadian Theses on Comparative and International Education," Canadian and International Education, 1 (June 1972):79.

[31]Amera Rvzvia Raza, "International Ideology and Interpersonal Ideology: The Case of the Pakistan Students" (unpublished M.A. thesis, University of Alberta, 1970).

in the Canadian Bureau for International Education's list of publications[32] or in correspondence with them.[33]

On the other hand, several survey-type studies are available including one on the size, extent and nature of foreign student offices[34] and another concerned with the extent of the foreign student advisors' responsibility and the facilities for overseas students.[35] Further interest as reflected in recent publications has been shown in language difficulties,[36] linguistic integrations,[37] the nationalities[38] and admission quotas.[39] Although such surveys have been conducted, Canadian research comparable to that carried out in the United States is limited.

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[32]Canadian Bureau for International Education, List of Publications (Mimeographed), November 1972.

[33]Letter from Mr. Allan Rix, Executive Director, Canadian Bureau for International Education to the writer, dated January 10, 1973.

[34]Kananur V. Chandrasekharaiah, A Study of Foreign Student Advising in Canadian Universities (Bangalore, India: Jagadeeshaiah and Bros., 1970).

[35]Canadian Bureau for International Education, Areas of Responsibility of Foreign Students Advisors (Ottawa, 1972).

[36]Diane Morris, English Proficiency: Summary of Programmes on Canadian Campuses (Ottawa: Canadian Bureau for International Education, 1971).

[37]S. R. Munro, "Linguistic Integration of Foreign Students into Canadian University Classrooms," International Education Internationale (Canadian Bureau for International Education, Bulletin No. 20, September 1970).

[38]Dean E. Sirluck, Survey of Nationality of Graduate Students Enrolled in Masters and Doctoral Degree Programmes at Ontario Universities in 1968-69 (Ontario Council on Graduate Studies, April 1969).

[39]F. Sukdeo, "An Assessment of Student Quotas and Fees in Alberta Universities," The Alberta Journal of Educational Research, XVIII (September 1972):223-233.

In fact, the contrast between the Canadian and the United States situation regarding research on overseas students is quite marked. In addition to an extensive bibliography[40] on the broad topic of international education, in the U.S. the research related to overseas students alone is extensive and has been categorized in terms of (1) studies related to background and predeparture, (2) studies related to the sojourn - the students' problems[41] and the services available to them[42] and (3) studies related to the post-return period.[43] In Canada, however, in the case of the evaluation of study programs, Walmsley found with few exceptions,[44] ". . . no evidence (in fact only two or three campuses

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[40]R. E. Spencer and Ruth Awe, International Educational Exchange: A Bibliography (New York: Institute of International Education, 1968), 370 pages.

[41]For example see: J. W. Porter, "The Development of an Inventory to Determine the Problems of Foreign Students" (Ph.D. dissertation, Michigan State University, 1962); R.C.B. Lozada, "Foreign Students at Purdue University: A Study of Selected Personal and Academic Characteristics in Relation to Current Experiences and Future Expectations" (Ph.D. dissertation, Purdue University, 1970); S. Sharma, "A Study to Identify and Analyze Adjustment Problems Experienced by Foreign Non-European Graduate Students Enrolled in Selected Universities in the State of North Carolina" (Ed.D. dissertation, University of North Carolina, 1971).

[42]Neal R. Berte, "An Analytical Study of the Foreign Student Program at the University of Cincinnati" (Ed.D. dissertation, University of Cincinnati, 1966).

[43]T.A. Alan, "The Value to Foreign Student Alumni of their Education in the United States of America" (Ph.D. dissertation, University of Northern Colorado, 1971).

[44]"Culture Shock: An Exploration in Observation," College Student Personnel Abstracts 11 (1967):171-172. This study to determine the reaction to Canadian culture was conducted when a government program sponsored 15 teachers in 1964 and 30 teachers in 1965 from Uganda to the University of Alberta for one year teacher training. The findings revealed that the most annoying differences for Uganda students concerned

had ever conducted any kind of a study on foreign student achievement) of specific programme evaluation or any serious study on achievement of overseas students."[45] On a national basis she could write that ". . . most statements made with reference to the general situation in Canada, i.e. nationally, are without basis in fact, since very few accurate statistics exist to substantiate them one way or the other."[46] Where statistics are available, they pertain to specific categories of students only and are usually for a limited region. For instance she identified the study by C.S. Belshaw as one of the first 'single campus' studies.[47] Others included a specific program evaluation[48] and a study on the 'adaptability of foreign students.'[49]

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the business-like role of Canadian women, punctual emphasis on time, absence of spontaneous personable behaviour, and foolish questions about Uganda.

[45] Walmsley, Development, p. 112.

[46] Ibid., p. 100.

[47] C. S. Belshaw, "A Voyage For Knowledge: An Exploratory Study of Overseas Students in the University of British Columbia," University of British Columbia, 1963. (Mimeographed.)

[48] Walmsley, Development, p. 112.

[49] Canadian Research Anthropology, St. Pauls University, Ottawa, Ontario - (An attempt to obtain information on this research was unsuccessful).

Research Survey

In view of the paucity of back-up studies in this general area and in the hope that Walmsley's previous inquiry had sparked further studies, an attempt was made for the purpose of this study to obtain more recent research. Based on the assumption that foreign student advisors or those acting in that capacity would be aware of such research, forty-nine foreign student advisors (or their equivalents) were contacted by letter and asked to identify research pertaining to non-Canadian students that had been initiated or completed at their institutions since the Walmsley study was published in 1970.[50] Representing a return of 80 per cent, thirty-nine replies were received. Of these, six (including one institution whose advisor knew of research but "had not received a copy of the findings") indicated that research on the subject of non-Canadian students studying in Canada had been initiated or completed since publication of the Walmsley Report. Four advisors were unable to supply information because they were either new to the position or the subject was under consideration at the University. One other university had conducted some significant inquiries but saw no possibility at this time of early publication. One respondent ". . . did not consider students as subjects for research projects."

At Waterloo Lutheran University, one of the institutions where work has been carried out since 1970, evaluation of their program in international business management and export promotion for persons from

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[50] See Appendix 1.

developing nations has involved keeping in touch with graduates after they returned to their own country in order to obtain some indication of the relevancy of the training offered. As the efforts of the International Business Programs are now directed toward training in the developing areas, they are conducting research into student needs in developing countries.[51] A second institution, the Ontario Institute for Studies in Education, identified two theses in progress which relate to students in Canada. One entitled the "Educational Treatment of West Indian Children in Toronto" and the other "Students from India in Canadian Universities."

In addition, an unpublished thesis, entitled "Les étudiants africans au Canada" has been completed at the department d'anthropologie, Université Laval.[52] Also reported were a survey of English language programs available to foreign students on Canadian campuses[53] which was completed in 1971 at McMaster University; a report on a cultural workshop held in Toronto;[54] and of most interest to the present

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[51]Letter from B. Bonner, International Business Programs, Waterloo Lutheran University to the writer dated March 26, 1973.

[52]Letter from Mr. Allan Rix, Executive Director, Canadian Bureau for International Education to the writer, dated January 10, 1973.

[53]Diane Morris, English Proficiency: A Summary of Programmes on Canadian Campuses (Ottawa: Canadian Bureau for International Education, 1971).

[54]Report of a cultural workshop, Chinese Students and Employment: A Cultural Workshop (International Student Centre, University of Toronto, September 1972).

study, a report of a commission formed to recommend a future role of the International Student Centre at the University of Toronto.[55]

International Houses - U.S.A.

Some of the first conferences and research on international houses have been in connection with those houses which were residential and recognized the need for active measures to guard against the loss of ". . . warmth and personal concern that large numbers of residents and staff and a busy round of activities tend to engender."[56] New York International House was reminded as early as 1954 that experiences of the students from all over the world with respect to International House were ". . . in any supportable way lost, certainly so in terms of that research which would be helpful in shaping the future programs of the House."[57] Since then research by Davis[58] and Kwochka[59] has

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[55] Report of the Commission to Investigate the Future Role of the International Student Centre, by Kelvin Andrews, Chairman (University of Toronto: International Student Centre, 1971).

[56] J. L. Davis, "A Survey of Present and Former Foreign Students Regarding the Effects of their Residence in the International House of New York" (Ed.D. dissertation, Teachers College, Columbia University, 1963), p. 34.

[57] A. Jones and E. Setzer, "International House, New York: Summary Report of a Survey of Function, Program, Organization, Business Operations, Plants, Finance," Part I, 1954, pp. 29-39. (Mimeographed.)

[58] Davis, "Survey Foreign Residents."

[59] V. F. Kwochka, "A Survey of United States Students Regarding the Effects of their Residence in the International House of New York" (Ed.D. dissertation, Columbia University, 1970).

stressed that evaluation should be an integral part of the program efforts of the New York International House.

In 1950 an attempt was made to determine the reasons Americans chose to reside at the New York International House and what factors seemed to influence their decisions.[60] At that time Hamilton interviewed 50 of the 250 American residents and found that only seventeen stated that the international aspects of living in the House was the main reason for their choice. Other early studies included one by Jones and Setzer[61] who, in an intended economic examination of the New York House, found that of foreign and American residents, a ". . . goodly number of both groups . . ."[62] expected little more than a satisfactory or convenient place to live. For the year 1952-53 they discovered that of the 176 activities programed, 115 were teas, dances, or musicals and recommended a change in programing to include more research seminars, conferences, and discussion series.[63]

A major study by Davis[64] examined, by the use of a combination of an essay and check-list questionnaire, the experiences of a decade

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[60]Mary A. Hamilton, "Factors Influencing American Students' Reasons for Coming to International House, and their Later Responses to its Purpose" (unpublished Master's Degree thesis, The New York School of Social Work, Columbia University, 1950), p. 3.

[61]A. Jones and E. Setzer, "International House, New York: Summary Report of a Survey of Function, Program, Organization, Business Operations, Plant, Personnel, Finances," Part I, 1954. (Mimeographed.)

[62]Kwochka, "United States Students," p. 42.

[63]Jones and Setzer, "International House," New York, p. 21.

[64]Davis, "Survey of Foreign Residents," p. 34.

(1951-1961) of foreign students during their stay in the House and after return to their homelands. Based on the return of 697 completed questionnaires (53.0%) he found that "just living" in the same residential house was not sufficient to develop the close and continued contact desired between American and overseas students.[65] With respect to contacts with "American life" he found that International House New York had had but ". . . limited success in helping its foreign residents to experience American life."[66] He recommended that greater attention be given to the objectives of the House and to the development of policies that would serve to implement these objectives.[67] He felt that the human resources of the House should be 'marshalled' more efficiently and that by acquiring the habit of objective self-inquiry and the practice of distributing relevant findings to other institutions, the House could assume a greater leadership role. In his opinion, through continued research and evaluation, the House should be able to ". . . interpret, utilize and disseminate the lessons gained from this crucible of cross-cultural attitudes, activities and relationships. . . ."[68]

Six years later another study concentrated on the United States residents at the New York International House.[69] In an examination

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[65]Davis, "Survey of Foreign Residents," p. 238.

[66]Ibid., p. 240.

[67]Ibid., p. 247.

[68]Ibid., p. 248.

[69]Kwochka, "United States Residents."

of the reciprocal aspects of an international student residence Kwochka found that the benefits to the majority of Americans living in the House were great. Many reported that they gained considerable perspective on the United States during their residence and came to better understand other ethnic and racial groups in America.[70] She concluded that the International House of New York was only meeting to some extent its original basic goals and recommended that it have discussion groups and seminars concerned not only with domestic and international affairs, but also with the social problems which may arise in an international community and in cross-cultural situations.[71]

International Houses - Canada

Comprehensive investigation of international houses in Canada follows the same general trend as research on overseas students in Canada in that there has been little work of significance. A recent investigation, previously mentioned, was conducted at the University of Toronto by a commission formed to ". . . recommend a future role for the International Student Centre, and to evaluate its impact on the University and, to some degree, the community as a whole."[72] The Commission met with twenty-eight persons involved in international student affairs and international education. Further, they polled 390 users

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[70]Kwochka, "United States Residents," p. 277.

[71]Ibid., p. 286.

[72]Andrews, International Student Centre Report, p. 1.

of the International Centre, made a survey of a sample group of the University's foreign students, and, although only one responded, invited group leaders of national or ethnic groups to meet with the Commission or submit briefs.

Forty-one recommendations by the Commission included aspects such as the organization of the centre, the staffing requirements, the relation and function of the centre with respect to the University, the students and community. On the operation of the centre, the Commission noted ". . . a number of serious impediments . . ." to the realization of the hope that ". . . persons from differing cultural backgrounds will meet on formal and informal bases to the enrichment of the parties involved."[73] They noted also that most of the foreign students' tended to be older than the Canadian students, to be in graduate studies, and to be married. The Commission felt that this impeded Canadian-foreign student interaction on a casual level, and that get-togethers which are based on the simple desire to create such interactions tend to fail.[74] This finding was supported by Kwochka when she concluded that ". . . the type of meeting which is arranged for the sake of establishing friendship is less likely to succeed in that aim than meetings which centre around common interests."[75]

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[73]Andrews, International Student Centre Report, p. 10.

[74]Ibid.

[75]Ibid., p. 23.

It was also felt by the commission investigating the Toronto Student Centre that ". . . recent changes in Canadian student life styles have resulted in a significantly decreased involvement in groups which are organized on a continuing basis, but in contrast, that foreign student involvement in organized groups has become more intensive." It expressed the opinion that the rising tide of nationalism in many parts of the world has intensified overseas student organization along national and political lines as opposed to other lines of common interest[76] and noted that ". . . the tendency in recent years has been for many foreign students to become much more interested in their own national or ethnic group, and less interested in social interaction."[77] Significantly the Commission noted:

> As the program life of I.S.C. is currently based, to a considerable extent, on the activities of these rather closed groups, it is understandable that Canadian student interest is minimal. Many foreign students show great reluctance to involve themselves in activities which are dominated by Canadian students. Many I.S.C. users consider the rest of the campus to be "Canadian," and I.S.C. to be theirs. In addition to sensing strong social barriers outside I.S.C., many foreign students show reluctance to engage in I.S.C. activities which are led or well attended by different nationals. Most Canadians are simply not interested in "meeting foreign students."[78]

On the other hand, the national or ethnic group leader who responded to the Commission's invitation to present a brief indicated his belief that the International Student Centre might well discontinue its support

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[76] Andrews, International Student Centre Report, p. 11.

[77] Ibid.

[78] Ibid.

to the overseas student association groups, as they have, in effect, established their real foci of interest elsewhere and simply use I.S.C. as an occasional meeting place.

Other than specific recommendations applicable to the Toronto International Student Centre, the Commission recommended a greater identification of international student and university expertise and its increased utilization in the schools, the community and the university in a gradual increased involvement of the centre in ". . . the academic areas of the University's life. . . ." In the opinion of the Commission the I.S.C. should attempt to develop a series of seminars relating the practice of various professional vocations to various parts of the world. They also recommended the importance of a service function such as dispensing information, orientation programs, provisions for counselling, and English language tutorials along with a program function with respect to dances, discussions and facilities for national, ethnic and interest group activities but expressed the belief that student programs should be primarily a student matter. It recommended that ". . . good general programming, based on interests other than common nationality should be introduced in addition to the programmes which national and ethnic groups will run, and that short-term project oriented activities should also be encouraged."[79]

Regarding counselling, English language difficulties and overseas student problems the Commission recommended that ". . . comprehensive

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[79]Andrews, International Students Centre Report, p. 12.

and centralized information sources dealing with all significant areas of concern to foreign students . . . be developed at the International Student Centre . . ."[80] and that adequate records be kept to enable assessment of the major recurring problems, in order to formulate solutions to them.[81] They indicated that efforts to promote a ". . . home away from home . . ." atmosphere should be continued but that this should be a subsidiary function of the Centre.

International House - U.B.C.

International House at the University of British Columbia has encountered a range of problems similar to those facing other international houses and the reports of conferences, study seminars and surveys indicate a recorded concern for them. For example, a World University Service of Canada Conference held at International House in March 1962 considered "Overseas Students: Their Problems and Opportunities."[82] Hosting the Minister of External Affairs, Howard Green, and Dr. N.A.M. MacKenzie as guests, the conference addressed itself to defining the questions which must be asked if our universities are to be of greatest service to the international community. Realizing that once the questions had been identified, an important step in finding the answers would have been taken, the topic of the welfare of overseas students on campus,

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[80] Andrews, International Student Centre Report, p. 20.

[81] Ibid., p. 15.

[82] Brief Summary of Conference (no details on discussion located).

the immigration and the employment problem, and the academic problem were considered.

A year later, on the occasion of the fourth anniversary of International House, the first International House study conference at U.B.C. was held to consider "The Role of International House in the University and in the Community."[83] Attended by more than 100 faculty, community and student participants, it drew attention to the problems associated with the growth and development of the International House. Speaking on the general concept of programs at international houses as he perceived them, the first panelist[84] expressed the view that the ". . . original purpose of International House in New York was of a social nature . . ."[85] that there had been an expansion of a ". . . whole new echelon of people who specialize in problems of foreign students . . ." and he wondered if a great deal of what International House could and should be doing was being missed if this social function was not included.[86] He also felt that the overseas student does not appreciate the distinction of being foreign and that anything which emphasized "differentness" should be avoided.

Another speaker and former president of the International House Club stressed that all students would not utilize International House.

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[83]"Report on the International House Study Conference," University of British Columbia, March 2, 1963 (Mimeographed).

[84]Names have been omitted but are available on request.

[85]"International House Study Conference," p. 2.

[86]Ibid.

He supported the first panelist by suggesting that the needs for which International House was originallly intended to fulfil were now being met by other campus services such as student residences and the common block. In his opinion, other locations on campus functioned as places where foreign and Canadian students could live and eat in a completely informal and uncontrived manner and that the problem faced by International House at that time was to achieve a balance between the personal and the organized approach to foreign student activities. He felt that in 1962 attention had been concentrated very much on the organized, formal programs[87] and that careful attention ought to be given to the inclusion of completely informal and relaxed types of programs and that program diversity should be emphasized in order to give as many people as possible the opportunity to form an interest at International House.

Speaking on the functioning of the House, the then president of the Graduate Student Centre suggested that in so far as only 200 of the 1,200 overseas students at U.B.C. in 1963 were members of the International House Club, it seemed that, in its present structure International House did not appeal to a sufficient number of students. The fact that students must join the International House Club with its "exclusivity" and "club hobby-type of objective" in order to receive any information on the student-organized, student-sponsored social activities, was referred to as one of the components which he felt ". . . destroy the ideal of International House."[88] He suggested that

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[87] "International House Study Conference," p. 2.

[88] Ibid., p. 9.

> . . . without a defined membership, there would occur more casual exchanges of ideas and more student participation, and the overseas student would be better oriented towards campus life through International House and through his contacts with other students.[89]

At the same conference, a call for more research to aid in the understanding of international education was made by a former director of International House - U.B.C. He indicated that studies were required to gain knowledge on the problems, achievement, successes and education of foreign students. Positive steps should be taken to encourage and fund research by university departments and interested agencies and to clarify the areas of genuine research which could be beneficial both to International House and others.[90]

Another speaker, from the United States, drew attention to the idea that although the international exchange of students has been going on as long as there have been universities, the idea of programing is quite new and expertise in the field limited.[91] He pointed out that successful programing requires clarification of goals. To him, "one of the most important aspects of the whole area of programming foreign student activity is a recognition of what we are trying to do, and what are the purposes behind the programming in International House."[92]

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[89] "International House Study Conference," p. 9.

[90] Ibid., p. 8.

[91] Ibid., p. 10.

[92] Ibid.

From the United States standpoint, the purpose of programing was ". . . first to eliminate or reduce the interferences that prevent the student from achieving his education goals; and second, to give the student opportunities to know us."[93]

This conference was followed by a preliminary survey by C. S. Belshaw which was initiated to ". . . explore in a preliminary way the social and academic factors which mould the experience of overseas students at the University of British Columbia."[94] Intended to ". . . delineate the nature of these factors so that university authorities would be in a position to build a constructive policy and adopt a consistent and helpful attitude towards overseas students,"[95] a checklist of topics was used in unstructured interviews of 149 students from thirty-seven countries who were in the Vancouver area during the summer break. Seventy-three of those interviewed by the student assistants were overseas students from India, Hong Kong, Trinidad and the United Kingdom. Of the remaining thirty-three countries, most were represented by three or fewer students. A Canadian control group was not included.

Qualitative findings with respect to International House at the time of the study indicated that ". . . relations of overseas students with Canadian society and Canadian students is [sic] at best partial."[96]

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[93] "International House Study Conference," p. 10.

[94] Belshaw, "Voyage For Knowledge."

[95] Ibid., p. 4.

[96] Ibid., p. 52.

It was found that overseas students were appreciative of International House, but the appreciation ". . . was tempered . . . by indications . . . that there were too many Canadian adults associated with some House activities, and not nearly enough Canadian students,"[97] and that some students felt that ". . . instead of mixing people, the House tended to emphasize group differences."[98] Some of the interviewed students drew attention to the distinction between what they felt were the overly social and Caribbean dominated activities initiated by the International House Student Association and the somewhat artificial and stilted activities initiated by the Director's staff.[99] Many respondents felt that more Canadian student participation would be beneficial and some felt that ". . . there are too many parties and not enough by way of informal relaxed but serious discussion."[100] Responses to this survey contained very little expression of interest in the kind of 'family-friend' programs organized by International House Association but indicated students ". . . were impressed by the physical scenery and by the new friendships they make with other students . . ."[101] during trips to other communities.

Student responses also revealed that membership of overseas students was limited to four organizations. These were the Graduate

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[97] Belshaw, "Voyage For Knowledge," p. 47.

[98] Ibid.

[99] Ibid.

[100] Ibid.

[101] Ibid., p. 40.

Student Centre, International House, an ethnic group where appropriate, and the U.N. Club. Belshaw speculated that ". . . perhaps the International House-ethnic group complex has limiting aspect; and perhaps the multifious [sic] and vigorous campus clubs are insufficiently oriented towards an interest involving the overseas students."[102] If true, he commented that International House had a major task to perform in involving ordinary clubs with overseas students. Questions regarding the exclusion of academic matters from the House and the possibility of a more active counselling service were also discussed in the exploratory study.

In short, lack of Canadian student participation in House activities, the paucity of overseas students in campus clubs, and the possibility of International House being ". . . too adult and voluntary association centered,"[103] giving a ". . . suspicion of charity to some aspects of International House activity,"[104] were seen as inhibiting factors to the attainment of the goals of International House. Final remarks include the suggestion that perhaps these and other difficulties could be lessened if International House were a student run club oriented towards achievement of International House objectives, if it were a faculty-student partnership along the lines of World University Service, or if there were more consciously-oriented action within its present framework.[105]

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[102] Belshaw, "Voyage For Knowledge," p. 48.

[103] Ibid., p. 52.

[104] Ibid.

[105] Ibid.

The concerns expressed in the above study were further indicated four years later when a committee was established by the Board of Directors of International House ". . . to consider the objectives of International House and policies in relation to these objectives . . . ."[106] This Committee felt that the objectives were adequately expressed in the International House Constitution and therefore concentrated on practical rather than theoretical considerations.[107] Its findings, although difficult to assess because of the lack of clarification or discussion regarding actual respondents, were based on results obtained from a twenty item multiple-choice type questionnaire which was circulated to users and non-users of International House, as well as, on the opinions of a number of individuals including those most intimately concerned with the running of International House.[108]

In its report the committee indicated that ". . . the primary function of International House is a social one, but that organized functions and meetings also contribute much to its effectiveness."[109] Changes in the social function were seen as having the potential for the greatest alteration to the present functioning of the House.[110]

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[106] Minutes of the Board of Directors of International House, January 24, 1967.

[107] International House Annual Report, Fourth Annual General Meeting, International House, U.B.C., November 7, 1967, p. 16.

[108] Frank Hamlin et al., "International House Study Report," U.B.C., 1967, p. 1. (Mimeographed.)

[109] Ibid., p. 3.

[110] International House Annual Report, 1967, p. 16.

Social and maturational barriers between graduate and undergraduate students were recognized and the greater percentage of graduate students among overseas students was acknowledged, and both were seen as major factors in the interaction between the Canadian and overseas students.

Responses on the questionnaire also indicated that those who visited the House most frequently felt International House had been helpful in broadening their understanding of other countries. Forty-two per cent of the respondents wanted to see the community and faculty involved in activities at International House, and a large number strongly supported the involvement of other internationally oriented organizations and groups. The two most difficult problems for overseas students were ranked by both Canadian and non-Canadian as "social adjustment" and "language," with accommodation reported as a further major problem.

With respect to accommodation, details regarding immediate specific room and space utilization within the House were recommended and it was suggested that ". . . the only major expansion of premises that might be considered in the period under review is to provide special residence accommodation."[111] In the area of counselling, problems were found to be centered around difficulties associated with cultural adjustment to a new milieu. The Committee noted the diversity of problems and drew attention to the occurrence of "cultural misunderstanding," to the variety of "habits concerning personal relationships" and problems of "adjustment in matter of diet," and of clothing. The Committee

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[111] Hamlin, "International House Study Report," p. 8.

suggested that such difficulties might be overcome if there was a special counselling service for overseas students and recommended that International House ". . . press for a review of student services throughout the University, recognizing that present services work in varying and sometimes confusing manners. . . ."[112]

On the subject of specific programs, the Committee suggested that International House should be open at weekends and during vacations providing staffing arrangements could be made, and recognized the need for more debates, possible involvement in intramural sports, informal dance lessons and provision for playing chess, bridge, chequers and shuffle-board. The Committee also saw the importance of making the appointment of an Information Officer, the revision of International House information leaflets, their distribution to a greater number of students, and closer co-operation of International House groups and other organizations throughout the campus.

Summary

Literature searches and direct contact with those people most concerned with non-Canadian students in Canada failed to identify any significant body of research. Although a host of research areas have been defined in the American context, very little documentation exists or is readily obtainable regarding non-Canadian students' problems, aspirations, or responses to their education and experiences in Canadian

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[112]Hamlin, "International House Study Report," p. 8.

society that would be useful in a supportive way to improve and shape future programs and approaches to non-Canadian students studying in Canada.

Even though abundant research concerning overseas students exists in the United States, much of it has yielded little because it has consisted largely of small, one institution studies with non-generalizable results.[113] Richard E. Spencer stresses that research on foreign students in America:

> . . . suffers from restricted and biased sampling, unrepresentativeness, and lack of control over intellectual, linguistic, and cultural factors which might be the "causal" factors in the interpretation of results. No control groups or treatment groups are used, and there is no evidence of replication. The usual scientific methodology does not seem to be evident in foreign student research.[114]

Significantly lacking in most foreign student research are studies that cross-validate or replicate findings so that generalizations may be drawn.[115]

In Canada, the same lack of progress of documenting and solving the problems of non-Canadian students exists. The problem areas discussed at the 1961 symposium on "Problems of Overseas Students in

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[113] L. Kirstein, ed., Research Programs for Foreign Students - a Report (New York: Institute of International Education, 1969), p. 20.

[114] Richard E. Spencer, "Summary of Paper on the Academic Performance of Foreign Students in American Colleges and Universities: Comments on the literature, 1960-1967," A Report on Research Programs for Foreign Students (New York: Institute of International Education, 1969), p. 25.

[115] Ibid., p. 26.

Canada,"[116] namely: advance information, language, reception, accommodation, student welfare, finances, immigration and employment and extra-curricular activities are still high on the list of ". . . any similar group meeting to discuss concerns of overseas students, and only slight progress seems to have been made toward finding solutions."[117]

On the other hand, international houses in Canada and the United States have addressed themselves to the programs and activities concerned with international houses. International House - New York has seen the necessity of continued sophisticated research to guide its development of programs and activities. Canadian Houses contacted as a part of this study have expressed concern through study conferences, and commissions but little research of a supportable nature exists even though the number of non-Canadian students in Canada is large. The lack of general agreement as to who should be included in the term "foreign student" confuses such work and hinders comparative and meaningful work of broad applicability.

International House at the University of British Columbia has addressed itself to the problems concerned with the programs and activities of the House and has actively sought solutions to them. However, although considerable effort has been expended in solving the problems from year to year and in making International House operative, little concerted, continuous research work of a supportive nature is available to aid programing decisions and to guide future developments.

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[116] D. B. Clark et al., "Problems of Overseas Students in Canada."

[117] Walmsley, Developments, p. 5.

CHAPTER 3

THE DEVELOPMENT OF THE U.B.C. INTERNATIONAL HOUSE

The diffusion of the concept of an International House at U.B.C. leading to its subsequent legitimation has developed as a result of the co-operative effort of a number of University and community organizations. Sparked by the students, encouraged by the President, supported materially and financially by community organizations and maintained by the University on land which it gave, International House is a product of initiative, enthusiasm and human effort of considerable dimension.

Initiated by people with the aim of obtaining an International House along the lines of the residential International Houses in New York, Berkeley, and Chicago in the United States of America, and with an emphasis on assisting those overseas students who came to U.B.C. to study, the House, and the idea behind it, has undergone considerable change and development over the past twenty years. Concerned with overseas students and in broadening the international experience of Canadian students, it has developed as a centre whose functions, programs and developments reflect an intimate involvement with specific affiliated groups.

Closely associated with International House throughout its development have been the students. This group has continued to be the largest body of people using the House, and has to a considerable extent

given purpose to other affiliated groups. Early in 1949, Frene Ginwala and Felicity Pope laid the basis for one of the first plans to organize the increasing number of non-Canadian students on the campus. Active in the International Relations Club and generally acknowledged as the spark in the critical mix of overseas and internationally aware students, Frene Ginwala had had considerable international exposure.[1] Born in South Africa, she travelled to India in 1942 and later to England in 1946 to undertake studies in chemical engineering. Unable to obtain admission to a British university she applied to U.B.C., one of the few institutions which had no objections to women engineers.[2] As one of the growing number of overseas students and veterans registering at U.B.C., she ". . . had seen the International House in New York; she had brought with her the International House Ideal; and she helped through her initiative to establish an International Students' Club on the Campus."[3]

At a time when the United Nations Club was discussing a ". . . proposed council of all clubs at U.B.C. associated with international affairs to co-ordinate their activities . . ."[4] a meeting for interested students was held Thursday February 23, 1949, to discuss the proposed constitution of an International Students Club. On March 16, 1949,

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[1]P. Ford, "A Monument to Brotherhood, Canada's First International House," U.B.C. Alumni Chronicle 12 (Summer 1958):24-25.

[2]The Daily Ubyssey, U.B.C., Thursday, March 3, 1949.

[3]S. E. Read, "Under One Roof," International House Quarterly. 19 (Spring 1955):32.

[4]The Daily Ubyssey, U.B.C., Wednesday, February 22, 1949, p. 3.

the executive was elected and the unanimous choice of the fifty members for president was Frene Ginwala.[5] Others on this original executive were Felicity Pope, Vice-president; Joan Gonasson, program director; Peter Steckl, treasurer; and Ernie Payne, secretary.[6] The now President Emeritus N.A.M. MacKenzie accepted honorary presidency of the club. The aims of the club were: to get visiting students and Canadian students to meet together on an intimate basis; to facilitate the exchange of ideas; to help foreign students to become acquainted with campus life; and to aid in the establishment of an International House.[7] With the formation of this club, the students had given a major thrust to the idea of an International House on campus.

Later, a few students, feeling that the International Students' Club tended to be too socially oriented,[8] pressed for a specific committee to concentrate primarily on the establishment of an International House. A committee consisting of Peter Steckl, Joan Gonasson and Anne Harvey met several times with Dr. W. G. Black to make initial plans for the formation of such an organization.[9] This committee, which was formed in 1950 and co-existed with the International Students' Club for three years before they amalgamated to increase their effectiveness, saw Acadia Camp as an International residence. It viewed the camp,

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[5]For list of subsequent presidents see Appendix 2.

[6]The Daily Ubyssey, U.B.C., Thursday, March 3, 1949.

[7]The Daily Ubyssey, U.B.C., Wednesday, February 22, 1949, p. 3.

[8]Interview between the writer and Mr. Peter Steckl, Ottawa, February 9, 1973.

[9]Letter from Dr. W. G. Black to Professor Stanley Read, September 12, 1957 (U.B.C. Archives).

with its large number of overseas students and veterans, as an ideal location for the nucleus of a future International House.[10] International House Association, B. C. Chapter, the newly formed "parent" group[11] supported and helped the student committee, under the direction of Peter Steckl,[12] to obtain Acadia Camp as a temporary International House directed by the Acadia Council and the International House Committee in March 1951.

As stated in the constitution adopted in the Fall of 1951, the International House Committee, under the presidency of Ragbir Singh Basi had made concrete progress towards the fulfillment of its objectives:

1. To find ways and means for the establishment of a permanent International House at U.B.C., which will be, as well as a home on the Campus and a place for individual students of diverse backgrounds to form lasting friendships, a House dedicated to the promotion of understanding and fellowship among the peoples of the world.

2. To direct an experiment in the actual working of a temporary International House at Acadia Camp, and to function in co-operation with Acadia Camp Council until such time as a permanent International House is established.[13]

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[10]"Proposal of International House Committee," for meeting convened by Mr. Peter Steckl (U.B.C. Archives).

[11]For a list of past presidents of the International House Association - B. C. Chapter, see Appendix 3.

[12]The Ubyssey, U.B.C., Thursday, March 29, 1951.

[13]The Constitution of the International House Committee (Mimeographed).

On October 21, 1951, Dr. N.A.M. MacKenzie, firmly supporting the ideals behind the movement, officially opened International House at U.B.C., with Mrs. Sherwood Lett. During the ceremony the Consular Corps of Vancouver assured the students of their full support, and the newly formed International House Association presented a poster-emblem symbolizing the ideal "That Brotherhood May Prevail" throughout the world.[14]

In its first year, the major part of the International House Committee's activities consisted of the Sunday Dinners,[15] with Swedish, Spanish, Burmese, Chinese, French and Ethiopian dinners complemented by authoritative speakers discussing some aspect of their nation's life. The same year, averaging a daily attendance of 120 students, a five-day "Canadian Orientation Series" - the first to be given in Canada - was initiated. Special events included a series featuring Indian cabinet ministers who presented a series of lectures on various aspects of Indian culture, a group of world-travelled students from France, and a political debate. The first "Congress of Vienna Ball," organized in co-operation with the International House Association, also was held and provided the means ". . . to initiate a building fund for a permanent International House on the Campus, in the tradition of the present houses in New York, Rome, Paris, Havana, and other cities all over the world."[16] In addition, the students received a Christmas

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[14] The Ubyssey, Friday, October 26, 1951, p. 2.

[15] Annual Report of the International House Committee, 1951-52 (Mimeographed).

[16] Ibid.

present of a card table, chairs and lamps from the Zonta Club of Vancouver, representing the first, concrete action by community organizations.

Although the International House Committee had been one of the more active campus organizations, it had been operating without an office or room.[17] Following its success in obtaining an office in Acadia Camp,[18] however, committee members supported by the International House Association - B. C. Chapter, attempted to secure hut forty-two for the 1953-54 session to serve as a temporary residential International House and as a community centre for meetings and activities. Despite concerted action by the International House Committee and others, efforts to lay the basis for a residential house were not successful.

In contrast, the long term goal of establishing a permanent International House was moving nearer as it became clear that a real drive towards raising funds for a house could not be made until an adequate board of trustees was established. The students brought the matter to the attention of the President of the University [19] who indicated he was in favour of it,[20] and the International House Association - B. C. Chapter suggested and acted on it themselves[21] and in co-operation

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[17] The Ubyssey, U.B.C., Thursday, October 2, 1952.

[18] Minutes of the Executive Meeting of the B. C. Chapter of International House Association, October 10, 1952.

[19] Memorandum to Dr. N.A.M. MacKenzie, President, University of British Columbia, from Robert Loosemore, Chairman International House Committee, September 20, 1952.

[20] Minutes of Executive Meeting of the International House Association, October 10, 1952.

[21] Ibid.

with the students.[22] Coinciding with this, there had been a shift in the position of non-Canadian students on the campus:

> Because of the growing awareness and acceptance by all campus groups of the foreign students at U.B.C., the purely social needs of the foreign student were diminishing, and the necessity for a club oriented expressly towards his integration lessened accordingly.[23]

In view of these factors it was decided to amalgamate the International Students' Club and the International House Committee to form the International House Club which together with the International House Association, suggested five I.H.A. members as Trustees.[24] They were Mr. Thomas Flinn, Mrs. Ellen Harris, Professor S. E. Read, Miss Marjorie Smith and Dr. Murray Cowie. The Board of Governors of the University gave their approval and the group became responsible for promoting the idea of an International House and for stimulating interest in and support of such an undertaking.[25] Dr. N.A.M. MacKenzie became an ex-officio member. Dr. Herrick Young, Director of International House Inc., and Dr. D.C.G. MacKay, attended as guests at the first meeting where Mr. T. Flinn, Marpole Rotary, was elected as the

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[22]Letter to Dr. N.A.M. MacKenzie, President, University of British Columbia from Robert Loosemore, Chairman, International House Committee, December 10, 1952.

[23]International House Newsletter, "A Brief History of International Clubs at U.B.C. - 1945-55," January 1956, p. 4 (Mimeographed).

[24]Letter to Dr. N.A.M. MacKenzie, President, University of British Columbia, from Marjorie J. Smith, President, B. C. Chapter, I.H.A., May 4, 1953.

[25]Letter to Miss Marjorie J. Smith, President, B. C. Chapter, I.H.A., from Dr. N.A.M. MacKenzie, President, University of British Columbia, June 16, 1953.

first chairman[26] and Dr. M. A. Cowie as secretary.[27] The official machinery and legitimation of the idea for the further development of an International House was now established.

Within its first month of existence, this small group of Trustees recommended and secured the appointment of a part-time foreign student advisor and a part-time director of the International House and the establishment of a Trust Fund ". . . to receive and disburse monies which may from time to time be made available to the Board."[28] They also recommended that a hut be released for use as an International House Centre. The latter recommendation and the efforts of the three main organizations involved, Zonta, Marpole Rotary, and I.H.A., resulted in the University providing a hut at a time when there was an acute shortage of buildings.

Manpower and money made available by Marpole Rotary's international committee renovated the 26 x 52 foot hut which featured knotty pine walls, director's office, kitchen, and a wall-sized map of the world; Zonta and the Faculty Women's Club supplied the furniture; and I.H.A. contributed kitchen equipment.[29] On March 16, 1954, the Ubyssey carried

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[26]For a list of past Chairmen of the Board of Directors of International House see Appendix 4.

[27]Minutes of the first meeting of the Board of Trustees for an International House at the University of British Columbia, September 29, 1953 at the home of Dr. M. A. Cowie.

[28]Letter to Dr. N.A.M. MacKenzie, President, University of British Columbia from Dr. M. A. Cowie, Secretary, Board of Trustees for an International House at the University of British Columbia, November 23, 1953.

[29]Interview between the writer and Mr. T. Flinn, then Chairman, Marpole Rotary Club's International Committee and Chairman, Board of Trustees, October 17, 1972.

the headlines "Presidential Nail Opens I.H.A. Clubroom."[30] With the President and Mrs. Sherwood Lett officiating at the opening, the first International House Centre in Canada came into existence. Although it was not a residential House, an objective of the I.H.A. and its student members had been achieved and the problem of a meeting place solved. In addition, the later appointment of an International House Director[31] provided the organizational continuity and student-centred administrative advice that had been lacking. Moreover, as a result of the opening of the Centre, student membership in the I.H.A. rose from 62 to 204.

Enthusiasm for a permanent house grew. Support and impetus for the idea of building International House came from many sources including Dr. Herrick Young, Marpole Rotary members, I.H.A. members and Dr. N.A.M. MacKenzie. The Vancouver Rotary Club, on October 12, 1954, following extensive correspondence between Professor Stanley Read and Mr. Leon Ladner,[32] accepted a committee proposal headed by Mr. Tom Ladner to undertake the establishment of an International House on the U.B.C. campus. Mr. Leon Ladner was given responsibility for developing plans and raising funds for the building, furnishings and landscaping of International House, at a cost of not less than $150,000. A trust fund was established and trustees authorized to administer sums of

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[30] The Ubyssey, U.B.C., Tuesday, March 16, 1954.

[31] For a list of past Directors of International House see Appendix 5.

[32] Much of this correspondence is in U.B.C. Archives.

money deposited by the Vancouver Rotary Club for ". . . the purpose of building the first unit of International House."[33] Later, in response to the complexity of developments, a Board of Directors of International House with an enlarged membership and a constitution, responsible to the Board of Governors of the University, was finalized, with Dr. Murrie Cowie as chairman.

The first meeting of the International House executive[34] was held December 12, 1955, to consider the provision of funds for the functioning of the Board of Directors of International House, and the formation of the building committee. Under the continued drive of committee chairman, Mrs. R. C. Harris, enthusiasm was maintained, building plans provided by Professor Frederic Lasserre, and on November 20, 1957, the social unit of an International House complex was begun. Enthusiasm spread, and as construction neared completion, interior decorating expertise was donated by Mrs. Simone Holloway, and the move from the old hut was celebrated by the students' Shipwreck party, November 14, 1958.

The new House was officially opened by Mrs. Eleanor Roosevelt on March 4, 1959. In the days following, Dr. Margaret Mead and others

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[33]Membership letter, Rotary Club of Vancouver from Mr. Theo Berry, President of Rotary Club of Vancouver, and Mr. Leon Ladner, Chairman, Rotary Committee for International House Fund (not dated).

[34]Chairman, Dr. Murrie Cowie; Vice Chairman, Mr. R. C. Harris; Secretary, Dr. Donald C. G. MacKay; Chairman Board of Trustees, Professor E. D. MacPhee; Public Relations, Professor S. E. Read; Membership, Miss Kay Gurrie; Programs, Mr. Jacob Lunder - Minutes of the First Meeting of the Executive of the International House Board of Directors, December 12, 1955.

participated in a symposium on "Can Brotherhood Prevail in the Space Age," the students gave an international concert, and the International House Association - B.C. Chapter arranged a banquet and Candle-Lighting Ceremony.[35] The co-operative efforts, enthusiasm and drive of many, supported by major money donors,[36] had come to fruition. The first permanent International House in Canada was in operation. Its purposes were to promote:

> . . . understanding and goodwill among the students of different nationalities and races attending the University of British Columbia, and thereby fostering more friendly international relationships and world peace. As an incident to this purpose, International House is to be provided with a house on the campus of the University of British Columbia which shall be a centre of its activities and in which students of different nationalities and races may live and study in association with one another.[37]

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[35]The Candlelight Ceremony, a tradition of the New York International House symbolizes the meaning of the House to the world at large. There, each student is provided with a candle and a progression of light is begun from the head table, the flame from one candle being kindled from another until the room is aglow with hundreds of tiny lights. Then in unison the students pledge their determination to carry to the outerworld the sense of fellowship gained by their experience in the House. Kathryn Close, "That Brotherhood May Prevail," reprinted from the Autumn 1944 issue of The International House Quarterly, revised April 1, 1952, p. 12.

[36]Rotary Club of Vancouver, The University of British Columbia, Rotary Club of Marpole, Zonta Club of Vancouver, International House Association, B. C. Chapter, International House Club, Consular Corps, KVOS Bellingham, R. M. Miller Memorial Fund, in addition to the many donors both individual and organizational who had contributed to the Building Fund, Furnishing Fund, and the International House Library.

[37]The Constitution of International House at the University of British Columbia, as approved by the Board of Governors of the University of British Columbia, September 26, 1955.

The new International House was seen by many involved in its establishment as only a first step toward a residential International House complex. Following the initial construction of the House, the focus of interest shifted to its function and development. The nature of its operation, future development and relationship to associated groups became central issues. By 1961-62, university residences in general were under discussion. Supporters of the concept of International House as a residential house felt that it would not achieve its real purpose without the provision of residences.[38] They argued that an International House was not simply a hotel-like residence but a centre where non-Canadian and Canadian students could broaden their international experiences. They believed that the direct association of differing backgrounds and cultures in daily life could do more to dispel differences than any other academic, cultural, social or political attempt at crystallizing the vision of "one world."[39]

Although the Board of Directors of International House established a dormitory fund for the development of a residential International House, it did not eventuate. Counterarguments were raised with respect to the desirability of segregating the non-Canadian students from the rest of the campus in one particular residence[40] and of providing

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[38]Letter to Dr. Phyllis Ross, Chancellor, U.B.C. from Dr. P. Ford, past International House Board of Directors Chairman, June 18, 1962.

[39]President's Annual Report, International House Association, June 3, 1964.

[40]Reprint of letter from President J. B. MacDonald to Mr. C. Wakely, Chairman, Board of Directors, International House, August 16, 1962.

them with special attention. As well, concern was expressed regarding the desirability of limiting the function of the House to a closed structure rather than pressing for an open structure which would allow for the possibility of it becoming a centre ". . . that would bring together all campus activities in the international field."[41]

Despite the fact that the House has not become a residential International House, the traditions of the New York and other residential houses and their alumni have heavily influenced its development. In its present form, however, International House at U.B.C. has no specific parent establishment on which to pattern its activities as a non-residential house. Instead, its function and "raison d'être" have evolved in its own setting, and clarification and definition of the House as an institution have occurred with the implementation and articulation of its programed activities and related concerns.

One such concern was the expansion of House activities so it would become ". . . an international centre coordinating activities of student and faculty groups, University departments and community organizations whose objectives are international in nature."[42]

In 1962, with the possibility of centering the activities of the United Nations Club, World University Service, Commonwealth Club,

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[41]Letter to Mr. W. C. Wakely, Chairman, Board of Directors, International House, from Mr. A. H. Sager, Director, International House, July 6, 1962.

[42]Ibid.

Canadian University Services Overseas and eventually, the student ethnic groups, at International House, it seemed to the Director to be ". . . logical to locate permanently at the House the United Nations Educational Centre and other university undertakings in the international field."[43] Indeed, the integration of the United Nations Educational Centre with International House was approved by the Board of Governors in May 1962,[44] and the Canadian University Service Overseas Committee lodged there on a trial basis. By September, however, the United Nations Educational Centre was dissolved and the Director's responsibility transferred to the activities of the House.

At this point a major clarification of the function of International House appears to have developed. In a letter to the chairman of the Board of Directors, the recommendation from the new President of the University stated that ". . . any recommendations made by the Board of Directors should be limited to areas which would not conflict with the proper responsibilities of other agencies within the University."[45] In his personal view the

> . . . wise function of the House might include primarily the provision of a suitable orientation program for foreign

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[43]Letter to Mr. W. C. Wakely, Chairman, Board of Directors, International House, from Mr. A. H. Sager, Director, International House, July 6, 1962.

[44]Letter to Dr. J. B. MacDonald, President, University of British Columbia, from Mr. W. C. Wakely, Chairman, Board of Directors, International House, August 6, 1962.

[45]Letter to Mr. W. C. Wakely, Chairman, International House Board of Directors, from Dr. J. B. MacDonald, President, U.B.C., August 16, 1962.

> students newly arrived on the campus and secondly, the provision of a centre for student activities (preferably open to all students) in which the program is designed to provide an international flavor to this particular student function.[46]

The initial thrust of the International House movement had been towards the establishment of a residential house. Later, an attempt had been made to centre at the House all University activities which were international in nature. Both possible developments were truncated and the prime concern of the House became the programs and services it could offer to non-Canadian and Canadian students.

In review, from its beginning as a centre for groups of persons interested in the needs of non-Canadian students and in broadening the outlook and insights of Canadian students, International House evolved as a centre for a group of organizations, all helping severally, but without clear definition of the function of the interrelationships between the Board of Directors, the professional staff and the affiliated groups. By the end of 1964, following the incorporation of International House Club and International House Association, B. C. Chapter into International House, it had evolved as a unified structure with a full-time director, a Board of Directors and a number of committees.[47] It is within this structure that International House has since developed.

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[46]Letter to Mr. W. C. Wakely, Chairman, International House Board of Directors, from Dr. J. B. MacDonald, U.B.C., August 16, 1962.

[47]These committees are listed in Appendix 6.

CHAPTER 4

AFFILIATED GROUPS, MEMBERSHIP, PERSONNEL, PLANT

From a general discussion of the diffusion of the idea, to the final legitimation of International House in the previous chapter, let us now turn to a more specific description of the groups affiliated with the House and their direct contribution to it. Included are descriptions of the House's membership, personnel and physical plant, each essential to an understanding of the functioning of the House.

Affiliated Groups

Student Groups

The development, functions and programs of International House reflect an intimate involvement with specific affiliated groups. One such group, the students, has been closely associated with International House throughout its development. Both the International Students' Club, formed in 1949, and the International House Committee, constituted in 1951, worked for the establishment of an International House on campus.

By 1953, following the amalgamation of the International Students' Club and the International House Committee, the students functioned as a committee of the International House Association - B. C. Chapter -

as student members of the alumni group, and at the same time as a club under the student Alma Mater Society. This arrangement which involved dual allegiance had many confusing aspects and in 1955 the students formed their own regularly constituted organization within the Alma Mater Society of U.B.C., known as the International House Club. Its purpose was to further friendship and goodwill among nations and people in whatever ways possible toward the furtherance of the motto - "That Brotherhood May Prevail." Its intention was to work toward the establishment of a permanent International House.[1]

International House Club maintained the aims and objectives of the world-wide International House Association; it was affiliated with the students' council, and had representatives on the I.H.A., the Council for Friendly Relations with Overseas Students, and the International House Board of Directors. It was housed at first in a temporary hut, continued as a club when the permanent International House was officially opened in 1959, and remained as a club until 1964 when it was replaced by a standing committee of the Board of Directors of the International House, known as the Program and Service Committee, and since 1970, as the International Students' Program Committee. Formed as an open-ended committee, it consisted of twenty to thirty interested students and enabled emerging leadership to participate at any time.[2]

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[1]The Constitution of the International House Club (International House files).

[2]International House Notes, March 1965 (International House files).

The University

The University of British Columbia has been intimately associated with the development of the International House idea on campus. President Emeritus Senator N.A.M. MacKenzie provided an administration that was receptive to the idea of an International House and facilitated its establishment. He and other internationally interested faculty members substantially aided the development of the House by creating a climate for, and interest in, such international endeavours. This is evidenced by the University's interest in non-Canadian students and the money and facilities which have been provided and maintained on a continuing basis with respect to the land, landscaping, staff and operational finances. In addition, the Board of Directors of International House is responsible to the Board of Governors of the University of British Columbia.

Rotary Clubs

Dedicated to the advancement of international understanding, goodwill and peace through a world-fellowship of business and professional men united in the ideal of service, Rotary Clubs in British Columbia have made significant contributions to the establishment and development of International House. The Rotary Clubs of Vancouver and Marpole (now Vancouver South) have for many years supported International House with leadership, funds and facilities. Marpole Rotary became active very early in the development of the International House idea on campus and supplied the needed initiative, leadership and manpower to obtain and renovate the army hut that served as the first International

House Centre in Canada. To honour the fiftieth anniversary of Rotary International, the Vancouver Rotary Club made the present House financially possible by raising $150,000 for its construction.

Reflecting continuing support, the Chairman of the first Board of Trustees for International House was a Rotarian, Mr. Thomas Flinn, and a large number of the chairmen of the International House Board of Directors have been Rotary members and were active in the International House Association and the Council for Friendly Relations with Overseas Students during the formative years of International House. Significantly, the Rotary Clubs of Vancouver and Vancouver South have ex-officio membership on the International House Board of Directors. Moreover, these and other Rotary Clubs in the province continue to show an active interest in International House through support for tours, visits to such communities as Powell River, and Penticton, and the extension of hospitality to overseas students. In addition, active financial support for International House is represented by substantial cash contributions toward the expansion of kitchen facilities in the House.

International House Association - B. C. Chapter

The British Columbia chapter of the International House Association Inc. was formed in 1950. It obtained its charter in 1951 and has since been a group comprised mainly of alumni of residential International Houses who live in the Vancouver area and a large number of associate members who have had an interest in the International House idea. It had representatives on the International House Board of

Directors, The Vancouver Council for Friendly Relations with Overseas Students and the International House Association Inc. in New York.[3]

Apart from meetings, the Chapter's activities focused upon students by providing a Tea for new overseas students in the fall of each year, a Fall Fair organized in co-operation with the students and ethnic groups, Sunday Night Dinners, hospitality, co-operation with other groups interested in overseas students, financial contributions to International House and the setting up and operation of the snack bar in the permanent House. Since its inception, the B. C. Chapter worked for the establishment of a residential International House on the U.B.C. campus patterned on the idea of the International Houses as they existed at such sites as New York, Chicago, and Berkeley.

Apart from financial contributions, International House Association was a major supportive and influential force in the development of International House, U.B.C. Its members, in co-operation with student groups, did much of the pioneering work associated with introducing, diffusing and legitimating the idea of an International House and obtaining the present building on the U.B.C. campus. Through Sunday Night Suppers and other programs they interested organizations and individuals in the International House movement, and were involved in all developments contributing to the evolution of International House, U.B.C.

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[3]Appendix 7 provides background information on the International House Association Inc. in New York.

In June 1964, International House Association Incorporated - B. C. Chapter amalgamated with International House, U.B.C. In recognition of this factor, many programs of I.H.A. became traditional programs of the House, and the purpose of International House, as indicated in the constitution was broadened to include

> . . . the stimulation of public support for the International activities of the University and the activities of International House, and, where suitable, the encouraging of analogous institutions and activities on other campuses and in other communities in British Columbia and co-operation with other International House organizations.[4]

In addition, reflecting the major contribution of the organization and its members, the majority of Honorary Members of International House are former International House Association members.

Vancouver Council for Friendly Relations with Overseas Students

As a result of an exploratory meeting in Toronto called in 1949 for the representatives of the Y.M.C.A., Y.W.C.A., service clubs, community groups, churches, the Canadian Council for Reconstruction through U.N.E.S.C.O. (C.C.R.U.), International House Association (Toronto group) and the International Student Organization (Toronto University), a new Canadian organization known as the National Council for Friendly Relations with Overseas Students (F.R.O.S.) was established to help overseas students Its purpose was to welcome students from other countries and to provide opportunities for mutual understanding and appreciation. It stressed bringing together overseas students and Canadians for the mutual

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[4]The Constitution of International House of the University of British Columbia, 1971.

enrichment of both groups and believed

> . . . that it is a matter of national and indeed international importance that the experience of overseas students in Canada should be as satisfactory as possible, and that this should be of concern to the government, the universities, and the communities.[5]

Over the next decade it worked to establish contact with existing groups and encouraged the formation of new groups across Canada.

As a port of entry for non-Canadian students going to the University of British Columbia and other universities, Vancouver was of particular interest, and in 1953, a local F.R.O.S. community council was established for the purpose of co-ordinating the various services to non-Canadian students, and for amplifying and improving such services.[6] Groups represented were the Zonta Club, I.O.D.E., Catholic Women's League, several Protestant church groups, University Women's Club, Rotary Club of Vancouver, Marpole Rotary Club and others.[7] This voluntary independent council of twenty-five organizations hoped it would be able to co-ordinate activities to assist overseas students, and through its activities, provide a useful medium for exchange of opinions.[8]

The Vancouver F.R.O.S. Council found that it could not fulfill its initially stated purpose of co-ordinating foreign student welfare

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[5]Mrs. K. Riddell, preliminary draft of "History of F.R.O.S. and I.S.C. in Toronto," 1973.

[6]Dr. W. G. Black was the first corresponding member of the National F.R.O.S. in Vancouver. Dr. M. Cowie became the first chairman of the community council May 20, 1953.

[7]F.R.O.S. Membership list, May 20, 1953. In 1959 some forty-two groups had F.R.O.S. membership. By 1965 the groups again number twenty-five.

[8]Notes on Friendly Relations with Overseas Students (U.B.C. Archives), p. 3.

and assistance and gradually moved into the area of direct action.[9] This resulted in an annual Christmas party, student overnight trips to points of interest such as Victoria and Penticton, day trips in the Fraser Valley and Vancouver area, teas for overseas and Canadian students, transient hospitality in homes for students en route to other institutions, and other related activities. F.R.O.S. was particularly interested in the reception of overseas students arriving at Vancouver, including contacting them before they left home, meeting them on arrival, helping them with housing, and introducing them to the community and to Canadian life in general. Attention was centered on all non-Canadian students at University, industrial schools, art schools, hospitals, and on other government-sponsored students. The Vancouver Council was heavily and directly involved with students, and sponsored and worked jointly with International House in many activities.

However, as the programs and structure of International House evolved, F.R.O.S. was faced, as were other organizations, with the difficulty of establishing a "raison d'être." In 1968, four years after I.H.A. had amalgamated with International House, an "ad hoc" committee was formed to determine, on the basis of an assessment of student wishes, the desirability of the continuation of certain of the activities of F.R.O.S.[10] On January 8, 1970,[11] the Vancouver Council was formally

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[9]Notes on Friendly Relations with Overseas Students (U.B.C. Archives), p. 4.

[10]Minutes of the Board of Directors of International House, February 29, 1968.

[11]Minutes of F.R.O.S. meeting, January 8, 1970 (U.B.C. Archives).

disbanded as an organization. All those interested were to join International House on an individual basis.[12] The National Council became part of a new organization in 1964 known as the Canadian Service for Overseas Students and Trainees (C.S.O.S.T.) and later, the Canadian Bureau for International Education (C.B.I.E.).

Vancouver Zonta Club

The British Columbia chapter of Zonta International, an international women's organization, has been involved with International House since its inception and provides one of the first, concrete examples of community support for the International House idea by its donation of furnishings for the Acadia Camp Centre used by the International Students' Club. Since then, it has contributed in many ways, including both the establishment and program development of the House, and has made substantial contributions towards the furnishing of the existing House. Members have been active in the I.H.A. and F.R.O.S., and an active Zonta member, Mrs. R. C. Harris, chaired the building committee and the first Board of Directors of the permanent House.

In February 1969, when the club was undergoing reorganization and was temporarily inactive, the Zonta representative resigned from the Board of Directors of International House. Subsequently, the Vancouver Zonta Club disbanded.

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[12] Executive Meeting of F.R.O.S. Council, November 23, 1969 (U.B.C. Archives).

Membership

Membership in International House has included faculty, students, community groups, individuals, families, campus groups, consulates and other organizations. Before June 30, 1964, membership in International House, other than by representation on the Board of Directors, was not possible. Interested people joined one or other of the affiliated groups which in turn were represented on the Board of Directors and used International House for a variety of functions and activities.

Official recognition by the University of the wide spectrum of student, faculty and community interest and involvement in International House is indicated by the membership of the Board of Directors of International House. In 1955, in addition to University representation, ex-officio members of the Board of Directors included the presidents of the B. C. Chapter of the International House Association, the Alma Mater Society, the student International House Club executive, three members of the Rotary Clubs of Vancouver, and one nominee of the Zonta Club of Vancouver. Thus, students, faculty and community were drawn into International House.

After June 30, 1964, the amalgamation of the International House Association and International House and restructuring of the Board of Directors made it possible for individuals to become members of the International House in their own right. Organizations wishing to identify themselves with the objectives of International House and support its activities could gain membership by obtaining approval from the Board of Directors to be represented on the Board. Automatic

eligibility for charter membership was extended to the Rotary Club of Vancouver, the Rotary Club of Marpole (now Vancouver South), the Zonta Club of Vancouver, the Vancouver Council for Friendly Relations with Overseas Students, and the Alma Mater Society of the University. Sustaining, ordinary, and family memberships were available and reduced rates were given to any student enrolled at the University and any trainee in the Vancouver area who was a guest of the Canadian government.

By 1971, however, reflecting the disbanding of several affiliated organizations, automatic eligibility for charter membership excluded all but the Rotary Club of Vancouver, the Vancouver South Rotary Club, and the Alma Mater Society of the University. Other categories of membership remained the same.

Although no membership figures could be located for the years 1962 to 1968, the membership structure changed considerably during this period. In 1964, the student club was replaced by a standing committee of the Board of Directors. Membership in March 1965, for a nominal fee, was optional and was required only for voting privileges.[13] By 1969-70 student membership changed from the holding of membership in an International House Club to a situation in which membership had, and still has, little significance other than for mailing and voting purposes. Since this time the House has continued to be used freely by both members and non-members.

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[13]International House Report, March 1965.

In 1969-70, only 46 of the 887 student members and 55 of the 221 community and faculty members on the mailing list[14] were paid members. Student membership was comprised mainly of newly registered students.[15] Sixty-two of the 225 community organizations, individuals and consulates responded to requests to renew their membership. In 1970-71 official membership, as indicated by the mailing list and including complimentary membership for first year students who filled out a card, stood at 456 students and 390 community members.

At present, membership in the House does not necessarily indicate degree of commitment or involvement in International House. Some of the most active students in International House activities do not possess membership in the House. At the end of the year 1971-72, 710 students were on the mailing list as members.[16] Of these, 76 had paid the one dollar fee, 533 were on the mailing list but had not purchased their membership, and 101 held complimentary memberships. By 1971-72, membership in International House seems to have become somewhat ill-defined with a number of students using the House who were neither "paid-up" nor "mailing list" members.

Although the evaluation of an International House cannot be measured in terms of numbers, it is interesting to note that the sum total of "paid-up" and "mailing list" student members in 1971-72 was

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[14]Report of the Seventh Annual General Meeting of International House, U.B.C., November 10, 1979 (Mimeographed), p. 10.

[15]Ibid.

[16]International House mailing list and membership cards.

smaller than the "club membership" of 1961-62.[17] These figures stand in even sharper contrast in view of the fact that over the nine year period, 1963-72, student winter registration at the University increased by 45.8 percent, from 13,598 to 19,826, and the non-Canadian student enrollment by 105.5 percent, from 1,478 to 3,037. The number of non-Canadian students holding student visas rose by 45.6 percent, from 522 to 760,[18] over the same period.

As in the case of student membership, the nature and involvement of community membership has undergone considerable change. The shift from membership in affiliated groups such as I.H.A. and F.R.O.S. to direct membership in the House was particularly significant. Increasing from the original 51 International House Association members in 1951, community membership in International House rose to 412 in 1971-72. On the other hand, it is also interesting to note the existence of a pattern similar to that of student membership. During the academic year 1972-73 for example, only 58 community members renewed their paid membership.[19]

Personnel

International House has a Board of Directors which is responsible to the Board of Governors of the University. The Board of Directors has a number of standing committees to carry out its work which

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[17] For list of student membership see Appendix 8.

[18] Academic Planning Office, University of British Columbia.

[19] The number of community membership is shown in Appendix 9.

is co-ordinated by a paid professional staff, supplemented by volunteers and part-time student assistants.

Apart from the Executive, Finance and Nominating committees, an International Student Program Committee, open to any student interested in developing a program in the House, plans and carries out events on its own and in co-operation with the staff and the Community Liaison Committee. This latter committee is composed of community members and friends interested in meeting non-Canadian students on an individual and family basis through such activities as the orientation, Christmas party, tours, trips and a farewell party. A further committee, the Reception and Orientation Committee, consisting of interested students, community members and special representatives from various foreign student associations, arranges correspondence with non-Canadian students planning to come to U.B.C. in the fall. Its activities include airport reception and a series of social and information events in September to introduce the new students to the University and Canada.

In addition, there is a Housing Committee which is concerned with the off-campus housing needs, a Personnel Committee which reviews job descriptions, classifications and salaries, and assesses staff performance and needs, and the Building and Furnishing Committee which reviews the need for building alterations, maintenance and improvement of furnishings. Another affiliated committee, the C.U.S.O. Presidents Committee determines the policy and development of the local C.U.S.O. activities.

The paid staff in 1972 included the Director and Associate Director, supported by two secretaries, a receptionist, resident

custodian, three part-time student assistants and snack bar staff.

Physical Plant

International House is a 60' x 80' building situated on a landscaped corner of the University of British Columbia campus close to the Graduate Student Centre, the Nitobe Gardens, a student residence and the Pan-Hellenic Clubhouse. It is situated between the proposed Museum of Man and Sanyo pavilion. From its main entrance, steps lead to a basement containing washrooms, service space, duplicating room, a large recreation room with an adjoining kitchen and snack bar used at noon, and glass doors leading to an outside patio. This room is easily converted for the use of other large gatherings, dances and parties.

Directly above the recreation room is another more comfortable lounge with modern style furniture, rugs and a grand piano. This lounge is used for general relaxation, banquets, weddings, larger meetings and the occasional dance when two bands are used. At one end, a stage with a push-back partition doubles as a room for student club storage space, meetings and classes.

The split-level east side of the building provides office space available to C.U.S.O. and other internationally oriented organizations as well as a board room and seminar rooms. A suite, presently occupied by the resident custodian, is located on the south side of the building.

Summary

The groups affiliated with International House have directly contributed to its development and programs in terms of finances, ideas and volunteer services. International House has drawn together interested students, University personnel, and community people who have been responsible for its formation and development. Many of the original community-based support groups have disbanded or have been amalgamated into the International House administrative structure.

With this background established, it is to a more detailed examination of the nature and character of the programs and activities of International House over time that attention is now turned.

CHAPTER 5

INTERNATIONAL HOUSE PROGRAMS AND ACTIVITIES

We now turn to a detailed examination of the nature and character of the programs and activities of International House over time in order to better understand its development and functions on campus. Significant trends appear over a spectrum of activities with respect to problems of continuity and balance of activities, uniqueness of programs, and resolution of issues. These trends are reflected in the use of the House, the nature of the affiliated groups, and the balance and continuity of traditional academic, service and social programs.

Use of the House

Perhaps one of the most obvious indicators of the nature and character of the programs and activities of International House are the changes that have occurred in its basic booking policy and the student groups that have used it. In its early history two forces appear to have created a climate which influenced the development and use of the House. The first was the need for overseas students to have a place to socialize, and the second, the belief of others that there should be a place for Canadian and non-Canadian students to meet in an informal, relaxed manner. The opening of the International House centre in 1954 partly satisfied these needs by serving as a drop-in and program centre

for student members, but it was not until the permanent International House was completed that the latter objective was more fully achieved. The preference given to student club members is apparent in the director's premise that the primary purpose of the House was to serve International House Club members who along with their guests should have full use of it.[1] He felt that I.H.A. as a founding organization, should be given the same privileges, but attend student or House programs only by invitation.

An early indication of the problem of balance in the use of the House and its unique function on campus is evidenced by the limitations imposed on other student clubs and groups. It was felt student clubs should not have unrestricted access to the House but should be allowed the use of facilities, on request, for meetings, seminars and programs of a cultural and educational nature. Similarly, International House was not seen merely as another meeting place for rental by faculty and community. In the view of the Director, the House should initiate programs to which community groups would be invited and perhaps asked to participate.[2]

A more balanced pattern of use appears to have developed by 1961. Although International House Club had a standing booking each Friday evening and used the House on thirty-three other days in the

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[1] International House Director's Report, November 27, 1958. A student reaction to the "exclusivity" of the International House Club is also expressed five years later by the president of the Graduate Student Centre at the "International House Study Conference," 1963.

[2] Ibid.

Fall and Spring terms, twelve other student clubs held functions or meetings during the year. University departments used the House sixty times for public and international affairs, seminars and workshops, and off-campus organizations, mainly ethnic groups, were "permitted" to use the House on eight separate occasions.[3] During the following years a similar trend is evident. In 1962-63 World University Service, United Nations Club, and the Canadian Universities Service Overseas were invited to locate their offices in the House in an effort to foster closer co-operation.[4] In 1965, suggesting an unique program potential, The Modern Language Departments and their students held regular social discussions, conducted in a variety of languages, at the House. Two years later, the student program committee stressed its interest in encouraging co-sponsorship in student programing.[5]

By 1971, however, as indicated by reservation records, there appears to have been a broader booking policy and a significant change in the pattern of use of the House. During the 1971 Fall term, fifteen different student groups, mainly ethnic or linguistic, held a total of 105 meetings at the House and could avail themselves of storage space and clerical services. A further broadening trend in booking policy is demonstrated by a corresponding increase in social events. Twelve dances,

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[3]Report of the Director of International House, May 4, 1961.

[4]A Report on the Work of International House, July 1, 1962 to July 30, 1963 (U.B.C. Archives).

[5]This point is stressed in the Minutes of the Program and Service Committee Meeting, International House, October 25, 1967.

ten "pub-ins" and a considerable number of private student parties were held at the House. Thirty-two bookings were made by a table tennis club, and community and faculty groups held eleven closed functions, including wedding receptions and private parties. Similarly, in contrast with the uniqueness of the linguistic discussions conducted by the Modern Language Departments in 1965, 401 classes, involving thirty-one regular University courses without an apparent international interest, for instance commerce, were held at the House in Fall, 1971. In the same period, frequency of use by international service groups ranged from twenty-four bookings by C.U.S.O. to six bookings by Experiment in International Living and fewer by Crossroads and W.U.S. By 1971, the trend toward a more open booking policy is clear when compared with the attention paid in 1961 to the type of booking that ensured usage consistent with the purposes of the House. Although preference was given to student groups in 1971 and the spectrum of users broadened, international interests, contributions, activities or student program committee co-sponsorship, do not appear to have been criteria for use of the House.

Cultural Groups

Relationships and interactions between International House and student clubs also illustrate trends in the development and functions of the House on campus. Although prior to 1963 the House did not serve as a main centre for non-members or ethnic and national student associations, there were moves toward bringing student groups into a closer

relationship.[6] As early as 1949 the United Nations Club considered the formation of a co-ordinating body and the chairman of the International House Board held several meetings in 1958-59 to investigate its implementation. International Organizations, including the U.N. Club and Conference on Inter-American Student Projects had been located at various times at International House and incorporated in its programing. The practical co-ordination of student ethnic and national club activities reflects problems of balance in the use of the House. On the one hand, the cultural and political diversity of such groups has added greatly to International House programing by bringing the "world to its doorstep," but on the other, it intensified the problem of balance by expanding the tendency for more national rather than international meetings. The involvement with student group programs and activities further highlights problems of balance associated with the dominance of one group[7] and the institutionalized preference for students who belong to organized national and ethnic groups to the possible exclusion of students who are not members of a specific overseas or ethnic association but enjoy the House as an international meeting place.

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[6] In the Directors Report, International House, U.B.C., May 1, 1959, he writes: Although the ethnic and national clubs did not have free use of the House as did the International House Club, many Friday evening programs involved their participation. This introduction not only improved relations between the International House Club and other campus organizations, but also resulted in a number of these groups joining the House.

[7] This problem is stressed at the meeting of the ad hoc Steering Committee for an International Activities Committee, May 26, 1964 when it recorded that the Board of Directors was concerned that any one particular group not representing all the students might dominate and as a power group determine policy. Another example is indicated in the Belshaw Study, "Voyage For Knowledge," 1963, in its reference to the student feeling of some of the Caribbean student dominated functions.

In 1964 a new climate existed for an evaluation of the International House Club and its programs. The U.B.C. President's suggestion that there be closer liaison with the A.M.S., A.M.S. exploration of the possibility of an integrated operation between International House and the planned student union building coincided with a recently completed research study which drew attention to the need to improve ways of involving overseas and Canadian students. As a result, the new Director of International House recognized the need to broaden the base of student participation in International House activities. In his opinion, it was important to formulate the goals of International House programing, establish an effective committee with maximum student initiative[8] and develop a working relationship with the A.M.S.[9] A commitee was established to consider the co-ordination of the international student activities and to consider methods which would enable International House to be an effective force on campus, but discussed only the former.[10] Although the original steering committee recommended the creation of an A.M.S. international activities sub-committee to initiate, promote and co-ordinate international programs in conjunction with International House, a close relationship

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[8] The Ubyssey, September 22, 1964, p. 12, records that the International House Club was abolished when no new executive was elected.

[9] Open letter to all those interested in the future development and use of International House, from the Director, April 21, 1964.

[10] Minutes of the second meeting of the ad hoc steering committee for International Activities, May 26, 1964.

did not materialize.[11] These proceedings reflect a difference in committee members' perception of the meaning of "international." Some did not recognize the benefits of ethnic group representation on an international activities committee and felt that although U.N. Club, C.U.S.O. and W.U.S. should be represented, ethnic groups were not concerned with international affairs in the same way.

The failure to establish a campus-wide organization responsible for the co-ordination of all internationally interested student groups directly influenced the formation and character of the International House Program and Service Committee. Since no machinery of this type existed, the director suggested that International House invite the various national, ethnic and interest groups to appoint representatives to serve on a program and service committee[12] within the International House structure. This committee, when formed, actively sponsored programs

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[11]The ad hoc steering committee closed its discussions before considering how to make International House a more effective force on campus. (Minutes of the third meeting of the ad hoc Steering Committee for International Activities, June 2, 1964.) Several other attempts have been made to establish such an organization. The Daily Ubyssey, February 22, 1949 refers to one of the first attempts to form such an organization when the United Nations Club discussed a proposed council of all clubs at U.B.C. that had international interests. In 1966 the A.M.S. president requested a joint study committee to explore possible integration with International House with the operation of the new student union building. The International House Board minutes of March 30, 1966 record the recommendation that no special action or study be taken as sufficient flexibility in the use of the new student union building would provide for such interest should it arise in the future. The joint-sponsorship of the International Ball in 1966 reflects a concern for closer co-operation between the A.M.S. and International House.

[12]Minutes of the Board of Directors Meeting, International House, U.B.C., August 11, 1964.

and co-sponsored many ethnic group activities.[13] However, there are indications that it did not have the desired international programing component.[14] Concern for the lack of group-mixing and cross-cultural contacts is indicated by the suggestion that students should merge into groups such as Afro-Asian, Pan-American, and European to facilitate mixing and understanding.[15] A continued concern for the internationalizing of events is apparent in concerted efforts to increase overseas student association representation on the program committee[16] and in the efforts of non-Canadian students' associations to expand inter-cultural and inter-group events and programs.[17]

The problems of balance associated with ethnic group participation appears to have remained a concern for International House. On the one hand, it was observed in 1967 that non-Canadian students tended to lack any sense of belonging; on the other, questions were raised regarding conscious encouragement of the strengthening of overseas student associations

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[13] This is very clearly indicated in the orientation program of 1967 where three international student organizations together with nine overseas student associations co-operated in the sponsorship of events.

[14] "The Report of the International House Study Conference," U.B.C., March 2, 1963, suggest that if the committee were made up of representatives of the various ethnic groups and interested students, greater student participation would be effected than with the International Student Club and the tendency for the ethnic groups to stick together rather than mix with other students might be avoided.

[15] International House Annual Report, University of British Columbia, November 7, 1967.

[16] Minutes of the Meeting of the Board of Directors of International House, U.B.C., February 4, 1969.

[17] Minutes of the Meeting of the Board of Directors of International House, U.B.C., October 23, 1969.

by the student program committee.[18] It was also suggested that International House programs should not be based on attracting students as non-Canadian or Canadian participants, but as students "per se."[19]

Later, in what appears to be a move to emphasize its international component, the name of the student committee was changed to International Students Program Committee (I.S.P.C.). Like its predecessor, it was open-ended in the sense that it provided a means for anyone (non-members of the House included) to develop a programing idea. Although fifteen student groups were associated with International House and were eligible for committee representation, there appears to have been a continuing lack of inter-group thrust and sponsorship in I.S.P.C. programing. The actual, limited group representation in the I.S.P.C. suggests that it has not become the true focus of these groups. The importance attached to the ethnic and national component, however, is demonstrated by the fact that unlike organizations such as Crossroads and W.U.S., the presidents of the student associations have direct representation on the Board of Directors of International House.

In sum, problems of balance associated with booking policy and the co-ordination of student groups have been a recurring concern throughout the development of International House. Despite the failure of attempts to establish in co-operation with A.M.S. an organization to

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[18]Minutes of the Meeting of the Board of Directors of International House, U.B.C., July 10, 1967.

[19]Minutes of the Meeting of the Board of Directors, International House, U.B.C., February 4, 1969.

unify all international and ethnic student groups, the House has tried to serve this function but has been faced with difficulties and problems similar to those of a multi-cultural nation like Canada. International House has attempted to support ethnic groups and at the same time foster inter-cultural contacts and group interactions. On a different level, it has experienced the dominance of a single group and continued to face the problem of providing a place for meaningful participation by students who do not have strong ethnic associations.

Community Programs

As in the case of student groups, trends in International House involvement with community group programs and activities have been significant in its development and functions on campus. In fact, public relations have been an important component in International House programing. The 1965 summer, weekend and holiday programs indicate the extent of community participation and off-campus endeavours. Thirty-five students were hosted for periods of up to ten days as family guests on ranches and in the homes of ten B. C. communities. Approximately one hundred students were guests of B. C. families on Thanksgiving and other weekends; toured six Kootenay communities during the Christmas break; and a Malaysian couple spoke at Williams Lake, Quesnel and Prince George as guests of Rotary Clubs. In Greater Vancouver, students responded to requests to speak and carried out over fifty engagements.[20]

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[20]Comments Accompanying the Chairman's report on International House, March 1965 (Typewritten).

A second, more direct focus of community participation is evident in the sponsorship of International House programs. Community members have been involved in essential activities such as orientation by working on picnics, weekend drives, emergency housing and afternoon teas. They have sponsored the International Fair, Annual Fall Teas and Sunday Suppers and have participated in many student-family oriented activities, as for example, the host family and university child health "good neighbour" programs. Individual community members headed sub-committees which worked in 1967 with corresponding overseas student associations, helped in the snack bar, provided English coaching, hosted students and made arrangements for students to utilize unused tickets for opera, sport and theatre events. The involvement in these and other programs reflects the large community component which has been evident in International House programing.

Despite these contributions, the mounting of many successful programs and the forming of personal friendships, the nature of community programs in International House appears to have been an issue.[21]

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[21]This is not unique to the U.B.C. International House. At the Toronto International Student Centre, in the Report on the Future Role of the International Student Centre, K. Andrews, Chairman, Toronto, September 22, 1971, p. 23, recognized that participation by individuals had increased significantly but the service club orientation had declined. Even though the I.S.C. historically evolved from the Friendly Relations with Overseas Students and the Community Committee which has been considered an integral part of the International Student Centre, the commission saw a change in the volunteer service role of the committee to a more academic and interest activities participation. They recommended that the Community Committee be disbanded as a committee of the International Student Centre and that the Centre call upon this group as it would any other alumni or community group.

On the one hand, the community provided leadership, volunteers and a basis for social and personal contact, while on the other, the appropriateness of some of the community programs has been questioned. The many attempts to improve working relationships with community members stress the importance International House places on maintaining their involvement and points to the apparent need for constant review. A strong evaluative and liaison component was built into the Community Liaison Committee when it was established in 1965,[22] but the continued expression of concern for improvement suggests that the volunteer service component has been paramount and the difficulty in establishing a sustained working relationship remains a constant.

The Belshaw study, 1963, found there were indications that International House was perhaps too adult and volunteer centered.[23] In the same year, a study conference underscored the importance and advantages of student community homestays and exchanges but cautioned against the possibility of unsuitable placement situations.[24] In an attempt to

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[22]The purposes of the committee stress this evaluative component:
a) to evaluate programs which involve the community;
b) to work as a nucleus to encourage the participation of other community people;
c) if deemed desirable to interpret to the community through orientation seminars a basic working philosophy for effective relationships with foreign students;
d) (possibly) to assist in the development of programs considered to be potentially valuable.

[23] Belshaw, "A Voyage For Knowledge," p. 52.

[24] "Report of the International House Study Conference," International House, U.B.C. (Mimeographed), March 2, 1963, p. ii. J. L. Davis in "A Survey of Present and Former Foreign Students Regarding the Effects of their Residence in the International House of New York" (Ed.D.

aid effective program development, a pamphlet was prepared by community and overseas student members[25] and written evaluations of some Sunday teas considered. Despite these evaluative attempts, continued concern for some programs sponsored by community groups is indicated by an examination of the desirability of continuing certain F.R.O.S. activities based on an assessment of student wishes.[26] These activities were discontinued for a year and later, a second committee, responsible partly for assessing the extent to which programs were contributing to the achievement of the goals of International House, recommended that a set of suggestions be prepared to identify specific ways and means through which the Community Liaison Committee could be of help to International House.[27] Responding in part to the lack of community involvement in some programs in 1970, frank discussions were held and resulted in a strong executive committee being formed to enlarge and reactivate community member support. In 1971, a staff assistant was employed to act as a liaison person between student groups and the Community Liaison Committee,

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Dissertation, Columbia University, 1964), p. 241, also stresses the necessity of this contact with families. He recommends that the student be an active participant in the home rather than a sightseer. He stresses the desirability of an extended period - at least ten days and that each family must be carefully selected to meet the needs and interests of the individual student.

[25] Mary Wellwood et al., "Some Ideas for Effective Community Programmes with Foreign Students," A First Draft, International House, U.B.C., September, 1965. (Mimeographed.)

[26] Minutes of the Meeting of the Board of Directors of International House, U.B.C., February 29, 1968.

[27] Report of the Personnel Committee, International House, U.B.C., March 1969.

interviewing students, screening requests and gathering information to facilitate the matching of students and host families.[28]

Though International House programs have continued to be mounted with community support, sustained public relations in other areas have not been established. International House has not had a sustaining financial source or program fund based on community or alumni support. Such endeavours as the "Friends of International House"[29] indicate the need was recognized and acted upon, but attempts to establish a broad community base[30] for the House have been sporadic. Community support appears to have weakened somewhat with the collapse of plans for a residential house, the amalgamation of International House Association, and further breaks with community groups when F.R.O.S. disbanded in 1970. The situation is reflected in an apparent trend toward more student-oriented programing, fewer community-sponsored events and more limited community support.

Discussions with one community association draws attention to the need for sustained public relations, the maintenance of dialogue, the importance of balanced programing and a public image. Responding

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[28]Other duties included assisting with the organization of special trips and tours conducted by community groups, record keeping and assisting in organizing social events.

[29]A "Friend" was asked to give a cash donation of $100.00 and give $25.00 a year for four years. In 1960 the goal was set at one hundred "Friends." Twenty Friends had contributed $2,025.00 and promised $1,825.00 more to be paid over the next three years.

[30]The University provides the operating budget for staff, maintenance and office operations but the membership and the Board of Directors are responsible for funds for all aspects of program development.

negatively to a request for financial support for expansion of International House facilities, the association[31] indicated that the community attitude in 1970 was not sympathetic to supporting a centre for non-Canadian students, viewed as primarily social, with conditions which compared favourably with other facilities on campus. Apart from Rotary Clubs and some university-based community groups, the present trend in community support and involvement in International House appears to be toward individual participation and away from a broad association or service club basis.

Integration with University Teaching and Research Functions

In its university setting, and through co-operation with other departments, International House programing is provided with unique possibilities for the inclusion of an educational component. Whereas some think it should be a more integral part of the University academic structure enjoying the benefits of the teaching and research facilities of the University, others have considered it more of a social centre. The establishment of a regional training centre for recipients of United Nations' fellowships and scholarships at U.B.C. in 1959[32] serves as an example. It was added in 1962 to the administrative structure of the House, but was discontinued in the same year.

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[31]Minutes of the meeting of the Board of Directors, International House, U.B.C., March 3. 1970.

[32]"New Frontiers, U.N. Training Center," Alumni Chronicle 13 (Summer 1959):24-25.

Other proposals which would give International House a definite place in the academic structure of the University are also significant. Dr. C. S. Belshaw presented a proposal for the establishment of a centre that would co-ordinate all university administrative and academic activities in the international field and suggested that this centre should be located at or in close association with the House.[33] Five years later, it was proposed that International House services be extended to accommodate several international programs designed to meet an increasingly expressed need for preparation of people for service with the Company of Young Canadians, Colombo Plan Projects, External Aid Programs and other agencies.[34] In December of the same year, indicating an apparent need for both a physical centre and the professional resources to develop an interdisciplinary, cross-cultural training and conference centre, a draft proposal for a residential international conference and training complex was put forward. Although interest in a centre of this nature also has been expressed by national bodies such as the then Department of Northern and Indian Affairs, and International House has worked towards the formation of a proposed complex, these services have not been incorporated into International House programing. On the other hand, the proposal represents early International House recognition of

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[33]Letter to Mr. C. Wakely, Chairman, International House Board of Directors, U.B.C., from Mr. A. H. Sager, Director, International House, August 2, 1962.

[34]A Proposal for Furthering Development of International Programs, International House, U.B.C., July 1967 (Mimeographed).

the ultimate need for conference, seminar, library, lounge and recreation facilities, including multi-lingual translation services in a main conference and seminar area.[35]

In addition to long-range planning, International House has encouraged, sponsored and co-operated in research. One of the first studies in Canada on the subject of non-Canadian students was carried out at U.B.C. under the auspices of International House.[36] By 1963, a standing research committee was established to design, initiate and take responsibility for future research on foreign students,[37] and regularized procedures were set up for obtaining a record of the non-Canadian student population at U.B.C. in order to facilitate further approved research. A Koerner Foundation grant of $2,000 supported a number of research projects; and a special summer seminar research project dealing with non-Canadian students was conducted in 1964.[38] In co-operation with the Research Committee, the first portion of a study in transition states, taking the form of a demographic study, was completed by 1967. The Committee also co-operated with two American universities in a study

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[35]A Proposal for a Residential International Conference and Training Centre, A Preliminary Draft, International House, December 21, 1967.

[36]Belshaw, "Voyage For Knowledge," University of British Columbia (Mimeographed), 1963. The senior author received a grant from the Research Committee of the University of B. C., and other monies were obtained from the Koerner Foundation.

[37]Minutes of the Meeting of the Board of Directors of International House, U.B.C., September 27, 1963.

[38]Minutes of the Meeting of the Board of Directors of International House, U.B.C., June 4, 1964.

of Chinese college students on the west coast.[39] In an apparent move away from research on non-Canadian students, four $250.00 prizes were awarded to promote cross-cultural studies on campus by students.[40] Another committee activity was the recommendation and exploration of ways and means of extending the reading facilities in International House. With funds exhausted in 1968, however, the Research Committee became inactive.

In addition to the work of this committee, International House has initiated and supported a number of fact-finding surveys and evaluations. Although individually the studies have been small and of an "ad hoc" nature, the fact that they have been undertaken is significant in terms of future research possibilities. Studies have included inquiries to determine and evaluate the needs of new overseas students' wives, housing problems, Sunday programs and English language coaching. Drawing together community, faculty and students, a 1963 study conference considered the role of International House in the University and community.[41] Four years later, the Board of Directors established a committee to review the objectives of the House and examine its policies within

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[39]Report of the Research Committee, International House, Annual Report, U.B.C., November 1, 1966.

[40]The studies included: Mr. Nyan Boon Hung, "A Comparative Study of the Recent Use of Corporate Income Taxation in Canada and in Singapore"; Miss Pat Buckley, "Drinking Patterns Among Ethnic Groups in the Lower Mainland"; Mrs. Frances Robinson, a study of fine arts in two cultures and Miss Wendy R. Taylor, cross-cultural research in the Department of Health and Epidemiology.

[41]"Report on International House Study Conference," International House, U.B.C. (Mimeographed), March 2, 1963.

this framework.[42] An M.A. thesis evaluation of an international conference hosted by International House was also carried out.[43]

What appears to be indicated is that International House has attempted to work toward developing a research, academic component in its activities. Research projects undertaken appear to have provided a sharper understanding of the purpose and functions of International House. Surveys of overseas students, cross-cultural studies and evaluative surveys already initiated indicate the need for research and suggest possible research areas that can be beneficial to both International House and other university departments.

Educational Programs

In its student programing, International House has attempted to include an educational component in its activities through co-operation with faculty and community groups. The traditional Friday night program in 1956 was aimed at acquainting members with other countries and cultures through talks, films, movies and commentaries. The remainder of the evening was taken up with dancing, singing, and conversation.[44]

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[42] F. Hamlin, et al., "International House Study Report," International House, U.B.C., 1967. (Mimeographed.)

[43] K. P. Peterson, "The Influence of Evaluative Conditions and Pre-Conference Contact on Participants' Evaluation of a Conference," (Unpublished M.A. thesis, University of British Columbia), Sept. 1971.

[44] Report of the Program Committee, International House Newsletter, U.B.C., January 1956. (Mimeographed.)

Cultural, political, travel and cross-cultural programs were common. In 1961, however, it was reported that students tended to arrive in time for the social and refreshment part of Friday night programs, but not the more serious part.[45] By 1965, the Friday night programs appear to have become mainly social, with the academic aspects allocated to separate programs.

With the exception of an apparent lack of continuity in topics, few trends are evidence inthe programing of academic talks and discussions. This may reflect the changing ethos and interests of the students[46] or perhaps the lack of a consistent programing policy. In the latter case, although responses to many programs suggest a sound basis for academic program planning, the majority of those already initiated were not continued and the momentum was apparently lost.

An exception appears to have been the "International Education Seminar" program sponsored jointly by the Faculty of Education and International House. In this program, non-Canadian students visited campus and community seminar groups to describe and discuss the life and education of their respective countries. Three years after its implementation in 1965, more than thirty-three requests were received from seminar

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[45]Minutes of the International House Association Executive Meeting, International House, June 25, 1961.

[46]An important component in this and other program activities of International House could well be the increase in the percentage of non-Canadian students in graduate studies. In 1953-54 the Personnel office lists 13.3% of the 294 foreign students as graduate students. In 1972-73, the Academic Planning Office records 34.7% of the 2,709 non-Canadian students as graduate students.

advisors in the Faculty of Education and fifteen off-campus groups. As a means of utilizing the considerable expertise of the non-Canadian students and of providing them with the opportunity to contribute to the international component of the training of student teachers, this program developed a degree of permanence over a period of seven years and involved some forty seminar addresses a year by approximately forty-five non-Canadian students to about 800 education students.

The 1966 "Today's Societies in Transition" series featured high calibre discussions of current social, economic, cultural and political issues, and appears to have contained the elements of flexibility necessary for program continuity and development. The following Spring 1967, the African Students Association and the International House Program and Service Committee sponsored an "Africa in Transition" series in co-operation with U.B.C. faculty members who had experience in Africa. In October, Africa Week, arranged as a follow-up, presented four noon-hour talks and discussions which reflected the sophisticated pool of student talent, experience and expertise available on campus. Non-Canadian students, in co-operation with International House, also participated in the orientation for C.U.S.O. volunteers going to South-East Asia. In 1968, an outstanding symposium, "Africa's Conflict and Prospect,"[47] organized by the African students, appears to have terminated this type of program series.

In other areas of interest, for example Canadian topics, academic

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[47]The high caliber of this program is reflected in the topics discussed.

Is African Unity a Reality?	Crisis Leadership in Africa.
One-Party System in Africa.	Education in Africa.
Political Scene in Cameroons.	Nigerian Civil War.

discussion was organized on a periodic basis and consistent programing is not apparent. The 1956 Spring program of the International House Club, included a wide range of Canadian topics on politics, art, labour, music, economics, literature and architecture, and representatives from Canada's five political parties spoke at "Introducing Canada" in 1958. A Saturday evening "Meet Canada" film series and the "Canada in Transition" series[48] of 1966-67 were not continued. The "Canada Under the Microscope" workshops, 1967-68, on record as an examination of Canada by non-Canadian students, appears to indicate sustained interest in gaining knowledge of Canada and an attempt to understand and clarify problems associated with cross-cultural interactions in the international and Canadian context. The "Con-Fusion" series[49] held in the same year and a residential seminar also discussed problems, but were not repeated as regular academic program features.

Talks aimed at preparing graduating students for their return home[50] and introducing all students to international action programs indicate further areas of interest and a growing concern for serious, frank considerations of Canadian and international problems and issues. Presentations by Indian chiefs of their views on solutions to the problem of brotherhood in Canada, and a discussion of the Canadian White Paper

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[48]Sponsored jointly by the Faculty of Education and International House, the program attempted to look at changes taking place in the roles which women, youth, art, and individuals played in the life of Canada.

[49]This summer discussion program considered "black," "white" and "red" power.

[50]These speakers were businessmen.
Mr. Robert Bonner: Vice President, McMillan Bloedel Ltd.
Mr. Guran Kuarstrom: Swedish Trade Commissioner
Mr. E. E. Curtis: Sandwell and Co., Consulting Engineers
Mr. Jack Delf: President, E. A. Morris and Co. Importers.

on External Aid also serve as illustrations. On the other hand, a chaotic disruption which occurred during the 1971 International Week program demonstrates the programing realities of providing an open forum for discussion of international political issues. It also underscores an apparent fallacy in the assumption that study abroad results in an uncritical appreciation and affection for the host society,[51] and suggests the need for International House programing to be sensitive to the differing frameworks through which students perceive the world. In the case cited above, a minority of students attempted to accomplish reform by ". . . methods that by-passed regular avenues for debate and change."[52]

In this period, the increase in campus unrest, decrease in planned academic events, and emergence of general policy lines for International House programing directly influenced the nature and character of its activities and program development. Members of the Board of Directors agreed that International House should not sponsor programs of a political nature,[53] that the student program committee activities should be in

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[51]This point is clearly stressed by W. McCormack, "Student Exchange as an Instrument of International Understanding," International Educational and Cultural Exchange, Vol. 4, No. 4 (Spring 1969), p. 29. When he emphasizes that often the effects of personal adjustment on a student's outlook is ignored. The assumption that study abroad may automatically lead to positive attitudes overlooks the fact that some students cannot ignore for example, many of the glaring inadequacies of most societies such as racial discrimination.

[52]Chairman's Report for the year 1970-71, International House Annual Reports, Eighth Annual General Meeting, November 3, 1971, p. 2.

[53]Minutes of the Meeting of the Board of Directors of International House, U.B.C., August 31, 1971.

harmony with International House policies,[54] and that neutrality was essential in all publications. In the Board's opinion, bookings for possible controversial programs were to be accepted only when either private, or chaired by a neutral chairman who would ensure that both sides received an adequate, peaceful hearing.[55]

International House has been publicly criticized for its stand,[56] but open conflicts such as the one occurring during International Week 1971 indicate the need to establish a balance. On one level, student sponsorship of this type of academic and political program reflects an active interest; on another level, however, the dissension expressed indicates the complexity and delicacy of program endeavours which attempt to promote cross-cultural understanding and friendly international relations. If this view is accepted, the problems of balance and continuity and the difficulties inherent in the orchestration of a varied program, cognizant of a changing world situation, are apparent.

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[54]Minutes of the Meeting of the Board of Directors of International House, U.B.C., August 31, 1971.

[55]Chairman's Report for the Year 1970-71, International House Annual Reports, Eighth Annual General Meeting, November 3, 1971, p. 2.

[56]The Ubyssey, October 22, 1964, p. 12, quotes graduate student from Punjab University, India, Hardial Bains as saying "International House treats foreign students as if they were delinquents and needed special help." He stressed that "Canadian students go to International House to study the foreign student's [sic] problems . . . but this did not seem to help foreign students mix with the rest of the campus."

A more recent example of criticism is The Ubyssey, January 22, 1971, p. 2, article by Steve McField a student from the Cayman Islands. In his article "International House: colonial relic" he criticized the superficiality of some of its programs and for its failure to attempt to come to grips with the urgent problems that international students face daily on the campus and in the community.

Service Programs

Counselling

Further clarification of the development and functions of International House on campus is gained by an examination of service activities associated with counselling and accommodation problems and orientation. In the area of counselling and information dissemination, despite a considerable body of evidence indicating the need for personal and other types of advising, services have been tenuous and tempered by pressures to utilise existing campus facilities.

Attempts to obtain a foreign student advisor to co-ordinate counselling and information flow met with limited success. Early efforts by the International House Association and the Vancouver Council for Friendly Relations with Overseas Students, for example, sought the appointment of a director who would also act in this capacity.[57] In 1954, a University Presidential Committee was established to co-ordinate the activities of student advisors on campus; three years later an International House lobby submitted briefs and exerted pressure which drew attention to the problems and issues associated with the advising of foreign students at U.B.C.[58] and in 1959, when overseas students at U.B.C. accounted for one-third of the total number attending Canadian universities, a brief was submitted to the administration substantiating

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[57]Minutes of the Executive Meeting of the International House Association, B. C. Chapter, March 31, 1954.

[58]Minutes of the Annual General Meeting of the Board of Directors of International House, U.B.C., May 8, 1957.

the need for a foreign student advisor.[59] Eight years later, an International House study committee reported that campus services often worked in confusing ways, and recommended International House press for a review of student services throughout the University.[60] Again, nineteen years after the idea of a foreign student advisor was first mooted, the Board of Directors established an "ad hoc" committee in 1971 to consider the creation of such a position.[61]

These attempts reflect two points of view which sharpen the issue in relation to International House services. On one side it was felt that, by 1959, the University had expended a considerable amount of money in salaries and services connected with foreign students' needs, that a foreign student advisor should be available to all foreign students rather than just International House club members,[62] that the same counselling facilities should serve both Canadian and non-Canadian students, and that it would not be wise to single out non-Canadian students for special treatment.[63] On the other, it was argued that co-ordination of existing campus services was necessary because of the multiplicity

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[59] International House, "A Foreign Student Advisor at U.B.C." A Report Submitted to the President of the University of British Columbia, 1959.

[60] Hamlin, "International House Study Report."

[61] Minutes of the Meeting of the Board of Directors of International House, U.B.C., May 25, 1971.

[62] Minutes of the Annual General Meeting of International House, Board of Directors, U.B.C., May 1, 1959.

[63] Minutes of the Annual General Meeting of International House Board of Directors, U.B.C., May 8, 1957.

of offices and persons involved, that the logical person to act as co-ordinator in the non-academic field would be a foreign student advisor, and that such an appointment would in no way conflict with the work of the counselling services since students would be referred to the appropriate person for financial, language, or other problems. Creation of the position was viewed as the concentration of information in the form of one person who would maintain files on foreign students, arrange interviews, give help with non-academic problems, and act as an intermediary between the foreign student and the community.[64]

Reflecting the type of service offered by International House in 1957, an information leaflet advised overseas students that help with academic and language problems was available elsewhere, but that the House manager, acting in a private capacity, was willing to help with personal problems.[65] A 1963 report to the President indicates both the nature of the counselling activities and the relationship between International House and other campus services. Informal counselling in areas such as English language improvement, finance, employment, social relations and cultural interpretations was carried out with referral to other offices where appropriate. In general, English-coaching was provided on an incidental basis; assistance in finding employment was represented by an intensive effort in June, and both were undertaken in

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[64] International House, "A Foreign Student Advisor at U.B.C." A Report Submitted to the President of the University of British Columbia, 1959.

[65] "Welcome to Students from Abroad," International House (Mimeographed leaflet), September 1957.

close co-operation and consultation with other campus departments. As reported, the major counselling concern of International House was to assist critical cases arising from English language deficiencies, difficulties in finding summer employment and related financial crises.[66]

Subsequently, English-coaching was formalized and incorporated as a regular program; an emergency short-term loan fund was established,[67] and information flow to new students before their arrival at U.B.C., facilitated by orientation programs such as "Reach Out."[68] An information centre for work, study and travel, which was initiated, provided the basis for more extensive information dissemination, but was terminated.

The evaluation of such service activities further illustrates the development and functions of International House on campus. Within the limits of its own particular student and community resources complemented by other student advising facilities, International House has attempted to meet student needs by generating and offering small but important student-oriented counselling and other services. On the other hand, there appears to have been a continuing need for clarification of the specific nature and extent of the counselling function. Staff job descriptions in 1969 include it as a minor activity, although by

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[66] A Report on the Work of International House, July 1, 1962 to June 30, 1963, A Report to the President of the University of British Columbia (U.B.C. Archives).

[67] Indicative of this service, fourteen students in 1965-66 were helped with short-term loans ranging from $25.00 to $250.00.

[68] Canadian and non-Canadian students correspond with new overseas students coming to U.B.C. prior to their arrival.

1971, the job description for the Director makes specific reference to such student services as the interviewing of all new students, assistance with immigration and employment problems, and the counselling and advising of "international" students. In the main, service appears to have been conducted on an ad hoc informal basis, without regularized procedures for International House to make contact with all non-Canadian students. Since International House appears to duplicate services provided elsewhere on campus, it is possible that with clearer definition of the International House counselling function, and at least partial resolution of the associated issues, a more meaningful relationship with overall campus counselling facilities could be developed, and the utilization and application of limited International House staff and community resources could be maximized.

Accommodation

Examination of another area of service provides further insight into the development and functions of the House. Since its inception, International House has been involved, as have other campus services, with the problem of finding appropriate and adequate accommodation for students, on both a short-term and long-range planning basis.

Each September, members and interested organizations have been encouraged to meet arriving students, including those in transit to other Canadian institutions, and to supply overnight accommodation in cases where permanent accommodation has not yet been arranged.[69] The

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[69]The total number of students met at the Vancouver International Airport increased from 619 in 1965 to 1,193 in 1970. Overnight accommodation was provided for 64 students in 1965 and 49 in 1970.

organization of this service, and co-ordination with national agencies[70] assisting non-Canadian students, has resulted in International House directly representing the University in its international involvement. On another level, the arrangement of off-campus housing for non-Canadian students[71] has brought the House into direct contact with the problems of unsuitable accommodation and instances of apparent prejudice, and has led to efforts to improve relations between landlords and students through housing surveys, interviews, and other contacts.

An additional service area, the provision of on-campus accommodation, has been a continuing concern and has raised issues which have influenced the pattern of development and functions of the House. In discussions centering around the original concept of International House as a residential complex with equal Canadian and non-Canadian student representation, some have viewed the residential component as essential for the realization of the full potential of the House and implementation of the experience of international living; others have seen it as a possible "ghetto," while others have felt it might avoid, to a certain extent, off-campus discrimination. As in the discussion surrounding counselling services, those opposed thought it unwise to build a special facility for non-Canadian students, and advocated utilization of general

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[70] This has been mainly through F.R.O.S., Canadian Service for Overseas Students and Trainees (C.S.O.S.T.) and the Canadian Bureau for International Education, as this organization has developed and changed names over the years.

[71] In 1955 for example, it was arranged that all overseas students would be referred directly to the International House Club from the housing office. (Report of the Manager of International House, October 1955.)

residences where a greater number and wider range of the student body could mix.

Apart from dealing with the immediate housing problem on campus, International House has worked, in conjunction with private and government agencies,[72] for the establishment of reservation priorities for the housing of non-Canadian students, and has expressed concern that non-Canadian students be made aware of the need to apply for housing well in advance of their arrival. The International House Board of Directors, in a brief to the Advisory Committee on housing at U.B.C., suggested that the University should recognize the necessity of housing for all new students on and off campus, consider accommodation as an integral part of the University function, and seek special financing for it. Off-campus housing, they maintained, should be inspected by the University with a view to implementing an approval system based on minimum standards and conditions for rental agreements.

In sum, through its development of accommodation services, International House has directly assisted in the solving of housing problems faced by many non-Canadian students. By using available community and student resources, compiling lists of off-campus housing, interviewing landlords and formulating guidelines to help landlords and overseas

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[72] In an attempt to extend the breadth of appeal and support for the overseas student housing problem, housing briefs were sent by International House to such offices as the External Aid Office, The Association of Universities and Colleges of Canada and the Canadian Services for Overseas Students and Trainees (C.S.O.S.T.). (Minutes of the Meeting of the Board of Directors of International House, U.B.C., June 26, 1967.)

students establish harmonious relationships,[73] International House has met a major student need.

Orientation and Reception

Reception and orientation programs, two of the most popular services, reveal another facet of the development and functions of International House on campus. In 1952, orientation took the form of a tea party for foreign students and visiting professors and a noon-hour series of five orientation talks on general Canadian topics.[74] By 1961, a much more extensive orientation program and involvement of resource people is indicated by coverage of a wide range of topics including practical information related to university life.[75]

In 1964, the "Buddy" system introduced the possibility for direct contact between the new student, fellow countryman and Canadian students.

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[73] International House Annual Reports, U.B.C., November 27, 1971, p. 10.

[74] Canadian Orientation Series - 1952
- "Canadian Art": Mr. B. C. Binning
- "Canada Looks Ahead": Dr. F. H. Soward
- "Canadian Music": Miss Barbara Pentland and Mr. Harry Adaskin
- "Economic and Political Geography of Canada": Dr. J. L. Robinson
- "Social Security in Canada": Miss Marjorie J. Smith

[75] Orientation - 1961 (Two Day Full Program)
- "Welcome to Foreign Students": Dean G. C. Andrew
- "This is Canada": Dr. J. L. Robinson
- "The City of Vancouver"
- "The University of B. C.": John Banham - Information Office, U.B.C.
- "Student Government at U.B.C.": Mr. Alan Cornwall, President, Alma Mater Society
- "International Students Club": Mr. Ajuit Rupaal, International House Student Club
- "Canadian Immigration Regulations and You": - Mr. Hawkins, Canada Dept. of Immigration

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The exchange of letters and information before the new student's departure from his/her home country provided a real basis for Canadian participation in House orientation, a method of passing on critical information, and the opportunity for making personal contacts upon arrival in Canada. This development appears to have been paralleled by changes in the programing and sponsorship of events. Orientation was presented in 1966 as a month-long program with a large number of non-Canadian student associations hosting tours, drop-in nights, film nights on Canada, variety and talent concerts, and discussion panels on university services, student government, Canada, and the experiences of students in Canada. Orientation in 1972 reflects a similar trend but with significant decreases in activities and non-Canadian student association participation.[76]

Summary - Basic Issues

Examination of the nature and character of the programs and activities of International House over time serves to clarify its development and functions on campus. Significant trends indicate problems of continuity and over-all balance inherent in programing which raise a number of issues associated with involvement of students, the University and the community in International House activities. Three appear to have been of major importance.

. . . - "Services for Handling Your Money": Mr. D. B. Jewell, Bank of Montreal
- "Social Customs in Canada": Mrs. H. McCrae, Dean of Women
Mrs. K. Rollinson, Assistant Director, International House
- "New Foreign Students Meeting": Mr. John Parnell - Registrar, U.B.C.

[76]In 1967 twelve student associations hosted orientation events whereas two did in 1972.

1. With regard to students, the nature and character of International House programs and activities appear to have been paramount. On one hand, International House has been viewed as a haven from international problems, where friendships may develop on a personal basis; on the other hand, it has become evident that the improving of international relations and understanding, and the fostering of meaningful inter-cultural contacts require the discussion of issues besetting the international community and students in cross-cultural situations.

2. Integration of International House with University teaching, research and service functions appear to have been an issue which has directly influenced International House programing. Although some individual members of faculty have made considerable contributions to International House programs and its educational co-ordination and research, utilization of University personnel with international experience does not appear to have been fully utilized to give balance, continuity and a fuller academic, intellectual component to International House programs.

3. A third issue evident in International House programs and activities has been the optimum utilization of the contributions of community groups and individuals. Whereas community individuals and groups have provided finance, leadership, volunteers and a basis for non-Canadian social and personal contact with the Canadian community, the integration of these groups into International House programing in a meaningful way remains problematic.

With significant trends identified, we turn now to a closer examination of the student involvement in International House activities in order to examine those activities attended by students in 1970-71 and 1971-72, and their assessment of International House programs.

CHAPTER 6

STUDENT INVOLVEMENT 1970-71, 1971-72

In an attempt to further clarify the nature and character of the programs and activities of International House over time, we turn now to a more detailed examination of the involvement of students in International House activities in the academic years 1970-71 and 1971-72. Clearer definition of the student clientele and the use they made of the House during this two-year period is sought. This chapter also endeavours to provide a rough weighting of opinion of International House programs and activities by those students who have, and have not been, to International House during the years under study.

Questionnaire

Information analyzed in this chapter was obtained from responses to a questionnaire[1] sent to two main groups of students. The first group includes students who were listed as members of International House, were registered at International House during the academic years 1970-71 and/or 1971-72, and were still attending U.B.C. in February, 1973. The second group includes Canadians and non-Canadians who were not members of International House, but had also attended U.B.C. during

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[1] See Appendix 10 for questionnaire.

the academic years 1970-71 and/or 1971-72, and were still attending U.B.C. in February, 1973. Because response expectations to this type of problem were not available for U.B.C. students and because of practical restrictions, a total of about 1,400 questionnaires were sent on the following basis. In the first instance, since the number of members of International House was small, the questionnaire was sent to all members who satisfied the attendance and membership criteria. In the second, because non-members of International House constitute the bulk of the University student population, our sample was chosen by including every eighth name from the 1973 registrar's list of non-Canadian students at U.B.C. and every twenty-seventh Canadian non-member of International House from the 1973 student directory. Table 1 indicates the approximate number of students in each group and the number of questionnaires sent.

Table 1

Student Questionnaires Sent

Student Group	Population	Questionnaires Sent
Canadian, I.H. member	95	95
Non-Canadian, I.H. member	299	299
Canadian, non-I.H. member	≈17,000	609
Non-Canadian, non-I.H. member	≈ 3,700	391
Total		1,394

The questionnaire identified those activities that were held at International House in the two years in question, and students were asked to indicate the activities which they did or did not attend. Further, they were asked to comment on those activities which they considered to be in need of improvement and to give their general impressions of International House programs and activities. Where a student had never been to International House, he was directed to respond to a special section. The questionnaire was vetted by obtaining responses to it from a limited number of people familiar with International House activities, and an equal number who were unfamiliar with its activities. As a result, minor changes were made.

The 1,394 questionnaires were mailed February 28, 1973, together with two covering letters[2] and a prepaid addressed return envelope. Since 52 were undeliverable and returned by the post office, a total of 1,342 were considered to have arrived in the hands of students. Within three weeks an overall return of 36 percent was obtained. On March 26, a follow-up reminder card[3] was sent, resulting in a total return of 41.3 percent. Questionnaire returns are tabulated in Table 2. As evident, non-members responded slightly better than members of International House, with Canadian non-member returns the highest at 43.9 percent.

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[2]See Appendix 11 for covering letters.

[3]See Appendix 12 for sample reminder card.

Table 2

Questionnaire Returns

Student Group	Questionnaires Delivered	Questionnaires Returned	
		No.	Percent
Canadian, I.H. members	90	29	32.2
Non-Canadian, I.H. members	285	105	36.8
Canadian, non-I.H. members	592	260	43.9
Non-Canadian, non-I.H. members	375	160	42.6
Total	1,342	554	41.3

The majority of returned questionnaires (302) were from students who had attended U.B.C. in both the 1970-71 and 1971-72 academic years. As indicated in Table 3, a large number of students (166) were in attendance for 1971-72 only, and a limited number (62) had not attended U.B.C. either of the two years, and therefore did not satisfy the criteria for the study. Most of the latter were students who were enrolled for the first time at U.B.C. in the 1972-73 academic session. With the 62 respondents who did not attend U.B.C. at any time during 1970-71 and 1971-72 academic sessions eliminated, the total number of useful respondents for the purposes of this study is 492. Table 4 classifies the respondents who attended U.B.C. at some time during the years 1970-71 and 1971-72.

Table 3

Attendance of Respondents at the University of British Columbia During the Years 1970-71 and 1971-72 - Total Sample

Years of Attendance	Canadian		Non-Canadian		Total
	Members	Non-members	Members	Non-members	
1970-71 only	1	17	3	3	24
1971-72 only	7	74	31	54	166
Both years	17	149	46	90	302
Neither year	4	20	25	13	62
Total	29	260	105	160	554

Table 4

Attendance of Respondents at the University of British Columbia at Some Time During the Years 1970-71 and 1971-72

Canadian		Non-Canadian		
Members	Non-members	Members	Non-members	Total
25	240	80	147	492

Non-Participating Respondents

Although enrolled at U.B.C., a large number of respondents did not attend International House during the 1970-71 and 1971-72 academic terms. As shown in Table 5, this group included both members and non-members of International House.

Table 5

Attendance of Respondents at International House at Some Time During the Years 1970-71 and 1971-72

Attendance at International House	Canadian		Non-Canadian		
	Members	Non-members	Members	Non-members	Total
Attended	20	69	62	78	229
Did not Attend	5	171	18	69	263
Totals	25	240	80	147	492

It is interesting to note that a considerable number of non-members attended International House at some time in the two years in question, and that of these 28.7 percent were Canadian non-members but a much larger percentage (53.1) were non-Canadian non-members.

Clarification of students' assessments of the programs and activities of International House is gained by examining the programs and activities attended by students and their opinions and remarks regarding them. Before doing this, however, it is instructive to

consider the information given by those respondents who did not go to International House during the two years under study. In an attempt to sound out the reasons which best describe why they had not gone to International House, these respondents were directed to complete only part I of the questionnaire. Most gave more than one reason for not attending International House. However, the percentage of student responses in each category provide an indication of the relative importance of each particular reason. Table 6 itemizes these responses.

Personal reasons such as "other interests" and "insufficient free time" were frequent. Another very common area of comment, one that falls within the control of International House, was that of publicity and information flow. Sixty percent of those respondents who had not gone to International House in the two years under study indicated they were unaware of International House programs. Significantly, many expressed interest in its programs through written comments. Several first heard of International House through this research and expressed surprise at the scope and variety of the activities covered in the questionnaire. A general theme was that students did not consider themselves uninformed about campus events, but were unaware of International House activities. The comment of a Canadian non-member indicates the common tone of many: "To be honest, I am quite ignorant of the programs and activities I.H. offers. Except for the occasional poster, pamphlet, or Ubyssey coverage, I.H. remains (unfortunately) unknown."

Table 6

Student Reasons for not Going to International House
During 1970-71 and/or 1971-72

Reason	No.	Percent*
A. Personal Reasons:		
I do not have sufficient free time	128	49
I have other interests	166	63
I have no interest in meeting students at I.H.	25	10
I am attempting to learn Canadian customs, not to retain the traditions of my homeland	7	3
B. Publicity of International House:		
Never heard of International House	11	4
Am not aware of I.H. programs	150	60
Understood I.H. was for overseas students only	57	22
Usually find out about events too late	31	12
C. Programs and Activities:		
The programs and activities have no relevance for me	50	19
The programs should not highlight the differences between cultures, but should stress their common elements	10	4
The program should be of a more:		
educational nature	15	6
social nature	41	16
political nature	5	2
travel nature	17	6

*Percentage in each group is calculated from the total of those who did not attend I.H. (ie. 263).

Several felt that publicity must have been handled internally for members or for those who go there frequently. Although International House has advertised major events in the Ubyssey and, for a time, replaced the newsletter with Ubyssey coverage, the lack of a good publicity program in the opinion of one respondent has a somewhat stifling effect. It creates, in her words, ". . . a slight 'cliquish' feeling so that people who are not members - even though they know about events in the Ubyssey - are reluctant to go all the same."

Poor information flow as a significant factor is further reflected in the surprisingly large number of respondents who understood International House was for "overseas" students only. Indeed, 22 percent of those who had not been to International House gave this as a reason for not going. This impression of International House does not appear to be limited to Canadians. Several non-Canadian students said they did not consider themselves "foreign" enough to avail themselves of the programs. Although International House advertisements indicate everybody is welcome, it appears, on the basis of these comments, that many students hold the view that International House is mainly to help non-Canadian students and is not a multi-cultural or international centre. Questionnaire comments suggest that this opinion is not based on first-hand knowledge, but on assumptions implied by this response: "Although I am aware of I.H.'s existence I have no real idea what its reasons for existence are. I suppose I have assumed in the past that it was the sort of place where get-togethers are held for foreign students."

A large number of students, however, simply had little time for extra curricular activities, or had other interests. A few comments indicated more general reasons for not going to International House. Some stated they did not mix well with larger groups of people or were too shy to go to International House alone. Several felt the House was too isolated geographically and remote from other student centres. Others, International House members who had not been to International House during the period 1970-72, felt that other facilities on campus such as residences and classes provided adequate opportunity to meet non-Canadian students. Overall, however, it is fair to say in summary that although many students indicated they had other interests, a significant number also expressed an interest and appreciation for the idea behind International House.

Having considered some of the reasons given by students for not going to International House, we now look at events that have been attended by students. That is, we examine first the patterns of attendance at House events, and secondly, we attempt to gain a sounding of students' impressions of International House programs and activities.

Activities Attended by Participating Students

Responses by the 229 students who attended International House at some time during the years 1970-71 and/or 1971-72 indicate that social events and general use of the House dominate the nature and character of International House programs. This is consistent with booking records. Over 70 percent of the respondents who had been to International House

had attended either a social event, a variety of club meetings or made use of its supplementary services. In contrast, 34 percent of the respondents had attended an educational or intellectual discussion-type event. Table 7 categorizes the kinds of International House activities engaged in by participating students. Each category will then be investigated in more detail.

Table 7

International House Activities Attended by Participating Students 1970-71 and/or 1971-72

Category	Canadian		Non-Canadian		Totals	
	No.	Percent[1]	No.	Percent[2]	No.	Percent[3]
Educational Component	34	38	44	31	78	34
Social Events	57	64	109	78	166	72
General Use of the House (club meetings, internationally oriented organizations, spplementary services)	59	66	111	79	170	74

[1]Percent is calculated from the 89 Canadians who attended International House.

[2]Percent is calculated from the 140 non-Canadians who attended International House.

[3]Percent is calculated from the 229 respondents who attended International House.

Educational Component

The educational component of International House programing is clarified in Table 8 which shows the educational activities attended by participating students in 1970-71 and/or 1971-72.

Table 8

Educational Component Activities
Attended by Participating Students
1970-71 and 1971-72

Activity	Canadian		Non-Canadian		Totals	
	No.	Percent[1]	No.	Percent[2]	No.	Percent[3]
Regular University Credit Course	18	53[4]	10	23	28	36
Non-Credit Courses or Lessons	2	6	12	27	14	18
Special Seminars and Discussions	16	5	23	52	39	50

[1]Percent is expressed as a portion of total number of Canadians who attended an educational event.

[2]Percent is expressed as portion of total number of non-Canadians who attended an educational event.

[3]Percent is expressed as a portion of the total number of participating students who attended an educational event.

[4]Since some persons attended more than one activity vertical percentages are irrelevant.

Of those educational events attended, special seminars such as C.U.S.O. meetings and discussion nights were mentioned most often. Frequency of attendance and implications underlying the number of both Canadian and non-Canadian students who attended, suggest that these events provide a common ground for international mixing.

Not all educational events, however, reveal this pattern. Understandably, few Canadian students attended English language courses, but where many non-Canadian respondents attended non-credit language courses such as Mandarin, Cantonese, or language days, very few Canadian student respondents indicated either interest or involvement. Regular university credit courses were the second most frequently attended. In fact, 36 percent of those who had been to an educational event, had attended a class at International House on a regular basis. These were mainly Canadians and were not members of International House. In short, whereas the majority of Canadian respondents who had attended an educational event were enrolled in a regular class, non-Canadian students appear to have attended special seminars and discussions most frequently.

Social Component

A much more significant activity at International House in terms of student attendance is its social program. Whereas 34 percent of the respondents who had been to International House during 1970-72 attended an educational event, more than twice as many, 72 percent, indicated they attended a social event. Student dances, open to the entire student body, were the most frequently attended, as shown in Table 9.

Table 9

Social Events Attended by Participating Students 1970-71 and/or 1971-72

Social Event	Canadian		Non-Canadian		Totals	
	No.	Percent[1]	No.	Percent	No.	Percent
Student Dances (open)	34	60	90	83	124	75
Student Parties (clubs)	13	23	36	33	49	30
Regular Events	25	44	41	38	66	40
Pub-Ins	21	37	37	34	58	35
Musical Evenings	8	14	12	11	20	12
Film Series	10	18	11	10	21	13

[1]Percent is expressed in proportion to the total number in each of the two groups participating in social events. Canadian = 57, non-Canadian = 109, total = 166.

Despite their smaller number on campus, a much larger percentage of non-Canadian students attended the open dances than did Canadian students. In contrast, other popular social events appear to have attracted a larger percentage of Canadians. Regularly scheduled pub-ins, musical evenings and film series attracted a slightly larger percentage of Canadian students.

Although a larger percentage of non-Canadian respondents take part in student dances generally, no apparent preferences for one particular sponsor are shown. As well, Canadian respondent attendance at dances appears to be evenly distributed over most dances. Student parties, however, reflect a different picture. Non-Canadians attended a wide

variety of club parties, but Canadian attendance at many of the linguistic or ethnic based club parties was poor. Several Canadian respondents attended private parties, but club attendance appears to be extremely limited. An analysis of the parties attended by other respondents suggests a similar pattern of limited mixing.

General Use of the House

The nature and character of International House activities is further suggested by the casual, general use of the House. As indicated in Table 7, a large percentage of respondents attended such activities as club meetings, internationally-oriented organizations or made use of supplementary services. The snack-bar attracted the greatest number of both Canadians and non-Canadians regardless of whether or not they were members. The second most frequent use of the House was as a place for meeting friends and relaxing in the lounge. Many non-Canadians used it as a mailing address and some, but not many, indicated they enjoyed reading the magazines. The seeking of information on housing possibilities was seldom mentioned by Canadians, but a large number of non-Canadian respondents indicated this was a reason for their going to International House. Although very few Canadians or non-Canadians indicated they sought information on academic or financial matters, many students signified they sought information on travel, work and study. Only a few sought information on immigration and employment.

C.U.S.O. information nights and other C.U.S.O. meetings were most frequently mentioned as the meetings attended. Positive responses to others, such as Crossroads, W.U.S.C. and U.N. meetings, not formally

centered at International House were rare. Regular student club meetings, on the other hand, were attended by approximately 15 percent of the respondents who had gone to International House. Several appear to have attracted both Canadian and non-Canadian students, but others were mentioned only by non-Canadians. Those clubs which apparently attracted both were Il Caffe, El Circulo, the German Club and Alliance Française.

Community Contact

International House activities have included arrangements designed to help non-Canadian students meet people from Vancouver and other British Columbia communities. As revealed in Table 10, 22 percent of the non-Canadian respondents who had been to International House during 1970-72 made contact with community people as a result of International House arrangements. Of these, the largest number did so through day visits to local points of interest. The second most frequently mentioned means of contacting the community were as a weekend guest of a family and as a participant in sponsored weekend trips to B. C. communities.

It is interesting to note that whereas no non-member of International House was a weekend guest of a community family, both members and non-members indicated that they had been guest speakers for a community club, school class or other group. Very few mentioned contact with business or professional groups.

Table 10

Community Contact Arranged by International House for Non-Canadian Students - Student Evaluation

Evaluation	Member		Non-Member		Total	
	No.	Percent[1]	No.	Percent	No.	Percent
Made Community Contact	20	32	11	14	31	22
Did Not Make Community Contact	36	58	58	74	94	67
No Response to the Question	6	10	9	12	15	11
Total	62	100	78	100	140	100

[1]Percent is expressed in proportion to the number of non-Canadian students who indicated they had gone to International House in 1970-72.

Student Assessment of International House Programs

Through open-ended comments and responses to specific questions, respondents were asked to give their opinions of International House activities and programs. Questions focused on participants' satisfaction with International House programing and their opinions regarding its programs as an aid to gaining insights into another culture that would facilitate cross-cultural understanding. A rough weighting of opinions indicates that although a very positive feeling toward the ideal of International House exists, problems of ethnic group seclusion, a paucity of Canadian participation and programing balance are evident.

Weighting of Respondents' Opinions

As evident in Table 11 which shows the frequency of student use of International House during the period in 1970-72, the greatest number of respondents visited the House once or twice per term, i.e. rarely;[4] and only 16 of the 229 respondents who visited International House in 1970-72 did so once or more per week (often). It is also interesting to note that almost twice as many non-Canadian students used International House as did Canadian students.

Table 11

Frequency of Student Use of International House
1970-72 - Number of Students

	Canadian			Non-Canadian			
Frequency	Members	Non-Members	Total	Members	Non-Members	Total	Grand Total
Rarely	10	43	53	37	52	89	142
Occasionally	4	23	27	22	22	44	71
Often	6	3	9	3	4	7	16
Total	20	69	89	62	78	140	229

[4]Terms used in the questionnaire were specified as: Rarely (once or twice per term), Occasionally (once or twice per month), Often (once or more per week).

In order to give more weight to the assessment and opinions expressed by those respondents who used International House most frequently, a value or weighting system is here employed. A response given by a student who visited International House rarely is given a value of one; a response by a student who visited occasionally, a value of two; and response of often, a value of three. Further, a two-year average is obtained. If a person visited International House often for both years, his responses are valued $\frac{3 + 3}{2}$ or 3. If a person went rarely one year and often the next, his responses are valued at $\frac{1 + 3}{2}$ or 2; and so on.

Using the weighted values of visits, the frequency of distributions of student use of International House for 1970-72 is indicated in Table 12. The assessment of International House is therefore drawn from 142 weighted responses by respondents who visited International House rarely, another 142 weighted responses by those who visited occasionally and 48 weighted responses by those who were there often. In this way, the responses by those who visited International House most frequently are given three times as much weight as those who only visited International House rarely.

Table 12

Frequency of Student Use of International House 1970-72 - Weighted Responses

	Canadian			Non-Canadian			
Frequency	Members	Non-Members	Total	Members	Non-Members	Total	Grand Total
Rarely	10	43	53	37	52	89	142
Occasionally	8	46	54	44	44	88	142
Often	18	9	27	9	12	21	48
Total			134			198	332

Favourable Impressions

Table 13 provides an index of students' assessment of International House by recording their responses to three questions concerning International House programing. A positive response to International House programing is reflected in the 55 percent of the weighted responses indicating that International House has met student expectations through its activities and programs. A smaller percentage of weighted responses were positive with respect to the suggestion that International House programing enabled them to more fully appreciate another culture. Canadian members, however, responded differently than non-Canadians. Whereas 60 percent of the Canadian members felt they had learned to more fully appreciate another culture, only 39 percent of the non-Canadian members indicated this to be so. A similar pattern is seen in student responses

Table 13

Students' Assessment of International House 1970-72

Assessment	Canadian				Non-Canadian				Total	
	Members		Non-Members		Members		Non-Members			
	Value (36)	%	Value (98)	%	Value (90)	%	Value (108)	%	Value (332)	%
Through its activities and programs, I.H. has met student's expectations:										
Yes	19	53	50	51	53	59	59	55	181	55
No	13	36	16	16	24	27	27	25	80	24
No Response	4	11	32	33	13	14	22	20	71	21
Total	36	100	98	100	90	100	108	100	332	100
Through involvement with I.H. activities, student learned more fully to appreciate another culture:										
Yes	22	61	28	28	35	39	44	41	129	39
No	12	33	36	37	26	29	40	37	114	34
No Response	2	6	34	35	29	32	24	22	89	27
Total	36	100	98	100	90	100	108	100	332	100
Through involvement in I.H. activities, student's insights have been deepened or attitudes changed:										
Yes	16	44	10	10	19	21	29	27	74	22
No	19	53	48	49	46	51	54	50	167	50
No Response	1	3	40	41	25	28	25	23	91	28
Total	36	100	98	100	90	100	108	100	332	100

to the question regarding the deepening of their insights into another culture through participation in International House programing. Whereas in the case of Canadian members, 44 percent of weighted responses were positive, only 21 percent of the non-Canadian responses were positive. On this basis, it appears feasible to hypothesize that Canadian members, more than other groups or non-Canadians, felt they benefitted from the cross-cultural aspects of International House programing.

Another indication of students' impressions of International House is evident in Table 14 which reflects a generally favourable view of the House on the part of those students who visited it during the 1970-72 period. While a few felt it was outmoded or detracted from the "real" international problems, nearly 60 percent of the weighted responses are favourable. On the same basis, 24 percent indicate the House is a "good idea but ineffectual in promoting brotherhood," and 37 percent that it "aids international understanding and cross-cultural contact." Once again, slightly more of the Canadian weighted responses reflect a more favourable impression of the House than do the non-Canadian weighted responses. This finding, together with the larger percentage of Canadian members who felt they had learned to more fully appreciate another culture (Table 13) suggests that Canadians feel they receive more from International House activities and programs than do non-Canadian students.

Table 14

Students' Assessment of International House 1970-72

Assessment	Canadian				Non-Canadian				Total	
	Members		Non-Members		Members		Non-Members			
	Value	%	Value	%	Value	%	Value	%	Value	%
Students' impression of I.H.:										
Completely outmoded; requires redirection	-	-	3	3	-	-	1	1	4	1.2
"Colonial relic"; smacks of paternalism	-	-	1	1	3	3	2	2	6	1.8
Activities detract from the "real international problems"	7	20	2	2	2	2	4	4	15	4.5
Good idea but ineffectual in promoting brotherhood	5	14	22	22	21	23	32	30	80	24.1
Aids international understanding and cross-cultural contact	16	44	40	41	32	36	36	33	124	37.4
Excellent as a vehicle to promote international understanding	-	-	2	2	8	9	9	8	19	5.7
No response	8	22	28	29	24	27	24	22	84	25.3

Problems of Cross-Cultural Interactions

Although these basic questions reflect a generally favourable impression of International House programing, comments by those students who did not feel that International House programs had met their expectations highlight a variety of concerns which further clarify International House activities and its functions on campus. In this regard, by far the greatest number of comments focused on the lack of programs that bring students from different countries together. A large number of respondents felt that the House programs tended to keep students of single countries together. Some questioned whether the House should actively support various ethnic clubs which they viewed as barriers to cross-cultural mixing and understanding. Remarks by a graduate student from Switzerland typified this sentiment.

> It is my experience that programs such as yours actually encourage students of the same nationality to draw together. Instead of cross-cultural ties you foster intra-cultural ties. The result is a remarkable lack of understanding of Canadian life on the part of foreigners. This is what prompts me to stay away and seek contacts of my own.

Another non-Canadian student, familiar with International House programing, offered a similar viewpoint:

> There are many foreign student groups; consequently a typical group would be small in the number of members. This doesn't encourage many active programs. Furthermore, this fractionating tends to keep people into closed groups. The result will be hard on the International House task of promoting international contacts. I suggest that I.H. may help by helping to organize a dance or get-together between 2 or more clubs, occasionally varying the combination.

Several students suggested that the House was not international but "pro foreign student" and stressed the idea that more interaction

between groups was needed. A few expressed concern regarding their ability to "break into" the various groups, but only one student found ". . . the various cliques rather impenetrable." Many students suggested the need for a common-interest goal so that different groups could work with a common aim. Using the example of few joint African-Chinese activities, one student saw the lack of inter-racial participation as the main reason the House was ineffectual in promoting international understanding. Another student felt that good relations between the clubs was lacking and cited as an example the fact that "members from the C.S.A. very seldom go to the German Club's functions." A more typical and optimistic comment, however, is represented by the view that the House ". . . seems to be directed toward specialized minority groups on campus, but the idea of I.H. is a good one and has the potential to be the hub of campus life."

Problem of Involving Students

Several non-Canadian students expressed their desire to become more involved in International House activities. A few wanted to form a club of their own but more typically, comments centered on the restructuring of International House programing to enable the utilization of the enthusiasm and expertise of visiting students. Although International House has organized seminars in conjunction with the Faculty of Education to provide an opportunity for non-Canadian students to tell others about their countries, many students appear to feel they have not had the opportunity to organize themselves and contribute. A Brazilian girl who in the past visited International House occasionally, but now seldom, felt many students ". . . had ideas and talents but, without struggling,

do not have opportunities to show them." Although this view is counter-balanced somewhat by the fact that the International Students Program Committee provides an open forum for anyone interested in initiating or participating in activities, comments by several students suggest that some students see the programs of the House as uni-directional, with little chance for them to participate. A graduate student from Tanzania, for example, implies this in her remark that "I.H. represents a patronising body for foreign students . . . and 'being helped' becomes a painful process when one does not have an opportunity to contribute."

On the other hand, International House programs are seen by many students as extremely valuable for newly arrived non-Canadian students. A large number expressed the opinion that the House programs are and should be directed towards welcoming people to Canada. Many comments focused on the difficulty of maintaining contacts beyond the first year, and several criticized the lack of in-depth follow-up programs, but almost all were appreciative of the orientation programs. The comment of a medical student from Hong Kong is typical:

> I.H. definitely helps foreign students get oriented to Canada and U.B.C. and provides recreational facilities to help meet other students from other countries and to reduce feelings of loneliness and uncertainty. It has, however, become less meaningful for me as I gain more confidence and move out into Canadian society.

Comments expressing appreciation for the initial help provided by International House are tempered in several instances, however, by remarks and reservations that reflect an important aspect of International House programs and activities. A graduate student from Sweden, for example, commented that ". . . only when an immigrant comes to Canada

during the first month is paternalism justified . . . then it is better to meet people from other countries through a medium such as cross-cultural, political discussion groups." The remarks of a student from Japan who visited the House often in 1969, but rarely by 1972, serves as a further illustration:

> When first I came to U.B.C., I thought I.H. was only for the foreign student aid and it was so. After 2 years, I could manage almost everything without I.H. so I dropped out and later on I met several community people through the functions. I found they were the people who are happy to do something good for somebody, no further interest. So I lost any interest in I.H. and community people. But still I thank I.H. for helping me first year I came and after attending several discussion programs (68-70) I found that most people are not interested according to its poor attendance. I had lived with two other foreigners. I learned lots about their countries, but not fron I.H.

Lack of Canadian Student Participation

Another strong area of focus evident in student comments draws attention to the lack of Canadian student participation in International House programs and activities. Many non-Canadian students expected to meet more Canadians. As one student from Brazil remarked, ". . . when one arrives in the country, one is hoping to meet more Canadians than overseas students." Another girl from South America typifies many of the comments when she writes that ". . . not enough Canadian students know of I.H. They feel it is only for foreign students . . . People only seem to know I.H. for dances, not as an environment for understanding other races, people, attitudes, elsewhere in the world." This apparent problem was recognized also by a Canadian who suggests that the House involve the vast number of Canadian students who go to Europe each summer

in International House programing. Showing considerable insight, another student remarked that International House should attempt to get the "average student" involved in order to help Canadian students realize that they are indeed international and hence part of the House.

Poor publicity and information flow appears to be directly related to the apparent lack of Canadian student participation in International House programs. Comments by several Canadian students indicated they were unaware that International House was for their use as well as for non-Canadians. One wrote: ". . . my impression, when I first came to U.B.C. was that I.H. was for students from other nations, not for Canadians. Hence I never made a point of going there. I had hoped before coming to U.B.C. that it would be a place for local students too." Moreover, 28 percent of the Canadian respondents who had not been to International House during the two years under study stated the impression that International House was for overseas students only as their reason for not visiting. A comment by a girl from U.S.A. for example, is of interest and highlights the problem: "When I first came to U.B.C. I had the impression that I.H. was more for students from different cultures, yet as an American, I had great difficulty finding my way in Canadian society."

Programing Balance

Problems of balance associated with International House programing and activities also received considerable attention in students' comments. Several students expressed the view that the House should continue to provide the same programs, but with more vigour and publicity.

Many advocated the need for an increase in intellectual "controversial issues" and discussion programs; others stressed social, relaxed, informal programs. Several students suggested that more contact between clubs could be engendered by holding "international" sports meets, competitions of various types and other similar activities. One student suggested inexpensive weekend trips throughout British Columbia as a means of providing an opportunity for students to see more of the province and to meet other students in an informal, relaxed manner.

Summary

Questionnaire responses indicate that more than 53 percent of the 492 respondents had not been to International House during the two year period 1970-72. A somewhat surprising 60 percent of these students indicated they were not aware of International House programs, and 22 percent stated they understood International House was for overseas students only. Other interests or a lack of free time for extra-curricular activities were also frequently stated as reasons for not visiting the House. A few non-Canadian students stated they did not feel "foreign" enough to participate. Many expressed interest in the programs shown on the questionnaire. Most criticized the lack of publicity of House activities and programs.

The majority of respondents who went to International House during the period 1970-72 were non-Canadian students, and most of these attended rarely, i.e. once or twice per term. As reflected in attendance percentages, social events and "general use of the House" are the

dominant indicators of the nature and character of International House programs during the two years under study. Non-Canadian respondents appear to have attended open dances and club parties while Canadian students attended more regular events such as "pub-ins," musical evenings and film series. The cafeteria attracted by far the largest body of respondents with a significant number using the House simply as a place for meeting friends or relaxing in the lounge. A much smaller number attended regular club meetings or educational events. Special seminars and discussions were attended most by non-Canadian students, with the majority of Canadian respondents using the House for regular scheduled university classes.

In general, a very positive response to International House programing is indicated by students' comments. More Canadian than non-Canadian members, however, felt that International House programing had enabled them to more fully appreciate another culture and deepen their insights. The responses of most students who had been to International House reflected a favourable impression of the House, but indicated a variety of concerns. Most of the latter focused on the lack of an effective program structure designed to bring together students from different countries and ethnic clubs. Many expressed the opinion that the emphasis on clubs acted as a barrier to the generation of activities based on common interest goals. Some remarked on the difficulty of finding opportunities to contribute to International House programing. Orientation was assessed, by almost every respondent, as a very worthwhile and appreciated program. Many commented on the apparent lack of Canadian

student participation. Many Canadians and some non-Canadian students indicated they thought International House was mainly for the use of "foreign" students from a different culture. Comments on programing possibilities include a wide variety of activities ranging from completely informal "drop-ins" to more academically oriented discussions of international, national, political, cultural and social topics.

CHAPTER 7

SUMMARY, CONCLUSIONS, RECOMMENDATIONS

Summary of the Problem

International House at the University of British Columbia is directed towards promoting understanding and goodwill among students of all countries attending the University of British Columbia. With the fostering of more friendly international relationships and world peace as an aim, the House has assisted the students and the University in handling academic and social activities of an international character.

As International House has developed over the past twenty or so years, its programs and activities have reflected student, University, and community interests and involvement. The orchestration of programs and activities consonant with these interests has been central to its development. Despite the importance of International House as a means to develop successful intercultural communication, little co-ordinated information and research data are available.

The problem of this study is to provide information relating to the development and functions of International House on the University of British Columbia campus by attempting to identify major thrusts in its development and significant trends in its activities. In order to further clarify the nature and character of its programs and activities, this study also attempts to identify the 1970-72 student clientele and

provide a rough weighting of student opinion (members and non-members) regarding International House programs and activities.

Conclusions

1. In the development of International House, several trends are apparent. The initial thrust of the International House movement was towards the establishment of a residential house. Later, attempts were made to centre at the House all University activities which were international in nature. Both possible developments were truncated and the prime concern of the House became the programs and services it could offer to interested Canadian and non-Canadian students as well as University and community people.
2. Very little research documentation exists or is readily available regarding non-Canadian students' problems, aspirations, or responses to their education and experiences in Canadian society. Although considerable effort has been expended in addressing the problems concerned with the programs and activities of the U.B.C. International House, little substantial, co-ordinated research work of a supportive nature is available to improve, shape and aid programing decisions and to guide future developments and approaches to International House programing.
3. Problems of program balance associated with the co-ordination of student groups appear to have been a recurring concern throughout the development of International House. Attempts to establish an organization in co-operation with the A.M.S. have not been

successful. Trends toward a broadening base of student participation in International House activities, support of ethnic groups, and, at the same time the fostering of inter-cultural contacts between individuals and groups are apparent. One significant programing trend is the problem of balancing social programs with meaningful discussions of issues besetting the international community and students in cross-cultural situations. Programing realities associated with the provision of an open forum of international political issues are evident. International House has attempted to offer an international environment for individuals and groups who wish to meet and interact in such a setting.

4. Strong community participation is evident in the sponsorship and support of International House programs. The volunteer service component has been important in International House programing. Over time there appears to be a trend toward individual participation and away from a broad association or service club basis. Apart from a few notable exceptions, the difficulty of integrating community groups and organizations into International House programing in a meaningful way remains problematic.

5. International House has attempted to include an academic, research component in its programing and activities. Apart from the Education seminars, however, a regular, sustained policy is not evident in its educational programing. Excellent programs have been initiated, but few appear to have achieved continuity or permanence.

6. The service function of International House has been important. Within the limits of its own particular student and community resources, and complemented by other University advising facilities, International House has attempted to meet student needs by offering small but important student-oriented counselling and advising services. Throughout its development, there appears to have been a continuing need for clarification of the specific nature and extent of the counselling function. Other service functions include active assistance with off-campus housing and the provision of a reception and orientation for new non-Canadian students.

7. The majority of users of International House in 1970-72 were non-Canadian students who attended once or twice per term. On the basis of questionnaire responses, Canadian students appear to hold a more favourable impression of International House programs than non-Canadians, but like the non-Canadian students, expressed concern regarding ethnic group seclusion, the paucity of Canadian student participation, and program balance between academically and socially oriented programs which facilitate the meeting of students from different cultures. During the 1970-72 academic years, the major programing thrust was social in nature, with events attended mainly by non-Canadian students. A large number of Canadian respondents viewed International House as a place for "overseas students only." Student comments tended to support the findings of both the University of Toronto Commission and Kwochka with respect to the success of programing which centers around common interest rather than the establishing of friendships.

Recommendations

From a consideration of the data, the following recommendations are made:

1. That International House develop and maintain a system of program evaluation to support that research which would be useful in shaping future programs of the House.
2. That International House achieve a balance between its formal and informal, academic and social, group and individual programs.
3. That International House attempt to gain funding to reactivate its research committee in order to provide basic information for a better understanding of cross-cultural programing.
4. That International House clarify the specific nature and extent of its service functions in order to concentrate its resources on those most essential.
5. That International House clarify the "image" it wishes to portray, develop appropriate programs and then initiate a publicity campaign to advertise its programs and activities.

Areas for Further Research

This study suggests research and investigation of the following topics and questions:

1. The special problems and needs of non-Canadian students and their families at U.B.C. in the area of housing, financial assistance and adjustment which could be provided for by special International House service, social and educational programing.
2. The influence and effect of culturally determined inter-personal communication variables such as perception, language (verbal and non-verbal), values and attitudes on the possibilities for, and outcomes of, International House programing.
3. The extent to which the problems of cross-cultural programing in an International House are similar to those facing a multi-cultural country like Canada. How may an investigation of the International House microcosm further our understanding of the orchestration of a multi-cultural society?
4. The extent to which the British Columbia school system utilizes the historical and traditional multi-cultural component of Canada to create a "cosmopolitan curriculum" that would develop an international component in the students' education. Is the lack of Canadian student participation in International House activities related to previous schooling experiences?
5. The image of Canadians and their way of life held by non-Canadian students. How can these views be used to guide the formulation of International House programs and activities?

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APPENDIX 1

RECENT RESEARCH ON NON-CANADIANS STUDYING IN CANADA

In order to obtain recent works as they pertain to non-Canadian students in Canada, letters were sent to forty-nine foreign student advisers and personnel acting on that capacity at Canadian Universities as identified by a recent survey carried out by the Canadian Bureau for International Education.[1] Letters in the appropriate official language were sent early in January requesting the foreign student advisers (or their equivalent) to specify the research initiated or completed at their institution on the subject of non-Canadian students studying in Canada since publication of Walmsley's report entitled Canadian Universities and International Development (1970). Six weeks later when approximately 24 [49%] of the advisers had responded, a follow-up letter was sent which increased the responses received to 39 [80%].

Three of the ten universities that had not responded had less than 100 foreign students, two had between 100 and 500 foreign students, and the University of Calgary and the University of Waterloo had more

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[1] Canadian Bureau for International Education, Areas of Responsibility of Foreign Student Advisers (Ottawa: CBIE, January 1972).

than 500 foreign students. The response was very good from both large and small universities. Regionally, non-respondents were from four Ontario universities, five from the Maritimes, two from French speaking universities in Quebec, and one from Calgary, Alberta.

Of the 39 (80%) university foreign student advisers (or equivalent) who responded, 29 (76%) replied that they were aware of no research which had been initiated or completed at their institution on the subject of non-Canadian students studying in Canada since the Walmsley report (1970). Three (10%) of those who replied gave no answer one way or the other because: they were in "no position to provide the information"; it was under discussion at the university; or they did not consider students as subjects for research projects. Two responded but did not answer the question.

Six (20%) of those who responded indicated that research on the topic of non-Canadian students had been initiated or completed at their institution. Of these, one adviser knew that "there are some doing such research" but he had not received a copy of their findings. Sir George Williams had conducted some inquiries but saw no possibility of early publication.

Those works identified by foreign student advisers include two studies underway at the Ontario Institute for Studies in Education where Mr. John Cumberbatch is presently working on "The Educational Treatment of West Indian Children in Toronto" and Nipa Banerjee is studying "Students From India in Canadian Universities." At McMaster University Mrs. Diane Morris identified "English Proficiency: Summary

of Programmes on Canadian Campuses," published by the Canadian Bureau for International Education, Ottawa, 1971. At the University of Toronto, a report of a workshop entitled "Chinese Students and Employment: A Cultural Workshop" and a commission report on the International Student Centre (I.S.C.), which concerned the examination of the future role of the I.S.C., were also identified.

Copies of the letters sent to the universities follow.

FIRST LETTER

January 4, 1973

Dear _____:

As part of my postgraduate work in Comparative and International Education, I am assessing the research carried out on non-Canadian students studying in Canada. I call upon your knowledge of them for assistance.

Professor Walmsley, on behalf of the Association of Universities and Colleges of Canada, prepared a report entitled Canadian Universities and International Development (1970). Part of this report attempted to collect and identify the existing research on non-Canadian students studying in Canada. For the purposes of my study I request your co-operation in up-dating her findings by specifying the research initiated or completed at your institution on the subject since her study was published in 1970.

Thank you for your kind co-operation.

Sincerely yours,

A. Rae McCombs

RM/sh

FIRST LETTER

le 15 janvier, 1973

Cheré _____:

Pour ma maîtrise en Education Comparée et Internationale j'analyse les recherches faites sur les étudiants étrangers au Canada.

Le professeur Walmsley, au nom de l'Association des universités et des collèges du Canada, a rédigé un rapport intitulé Canadian Universities and International Development (1970). Une partie de cet ouvrage essaye de classer et d'identifier les recherches faites sur ces étudiants. Pour pouvoir compléter ma thèse, je serais très reconnaissant pour votre coopération en mettant à jour ses recherches, et en spécifiant celles qui ont été entreprises ou achevées sur ce sujet à votre institution depuis la date de publication de son rapport.

Je vous remercie de votre coopération.

Cordialement à vous,

A. Rae McCombs

RM/sh

SECOND LETTER

February 21, 1973

Dear _____:

In a letter of January 4, I requested your assistance in identifying and up-dating the existing research on non-Canadian students studying in Canada, but have not yet received a reply.

I ask you to assist me in up-dating part of Professor Walmsley's report - Canadian Universities and International Development (1970) - by specifying the research initiated or completed at your institution, since her study was published in 1970, on the subject of non-Canadian students studying in Canada. It would be of great assistance if you would give my request your prompt attention.

Regardless of other research done, I would be very pleased if you would indicate the number of non-Canadian students presently studying fulltime on your campus.

Thank you, I look forward to your reply.

Sincerely,

A. Rae McCombs

RM/sh

SECOND LETTER

le 14 mars, 1973

Cheré _____:

Dans une lettre du 15 janvier, je vous ai demandé votre aide en identifiant et an mettant à jour les recherches actuelles faites sur les étudiants étrangers au Canada. Jusqu'à présent je n'ai pas encore recu de réponse.

Je vous ai demandé à m'aider en mettant à jour le rapport du Professeur Walmsley intitulé Canadian Universities and International Development (1970), en spécifiant les recherches initiées ou complétées à votre institution depuis la date de publication de son rapport sur les étudiants étrangers au Canada. Je serais très reconnaissant de vos attentions immédiates sur ce sujet.

Mises à part les recherches faites, je serais très heureux si vous auriez la bonté de m'indiquer le nombre d'étudiants étrangers qui sont inscrits à votre université en ce moment. En vous remerciant d'avance de vos soins,

Veuillez agréer, Mademoiselle, l'assurance de mes sentiments respectueux,

A. Rae McCombs

APPENDIX 2

STUDENT CLUB PRESIDENTS

1. International Students Club (Formed March 16, 1949), President

1949-50 - Frene Ginwala, Felicity Pope

1950-51 - Ana Hutchinson

1951-52 - George Rohn

1952-53 - Michel Wertman

1953 - Pat Brock

2. International House Committee (1950), Chairman

1950-51 - Peter Steckl

1951-52 - Ragbir Singh Basi (Acadia Camp opened as International House Camp October 21, 1951)

1952-53 - Robert Loosemore (International Students' Club merged with International House Committee) (Dec. 1, 1953)

1952-53 - Anne Choma (Dec. -

3. International House Association - B. C. Chapter, Students Branch (1953) (Student group joined I.H.A.)

1953-54 - Anne Choma (International House Centre opened March 16, 1954)

1954-55 - Richard Mundell

4. International House Club (1955) (Students form a separate club under Alma Mater Society. They use International House as its club house)

1955-56 - Jakob Lunder

1956-57 - Fred Van Andel

1957-58 - Elmer Hara

1958-59 - Peter St. John (First permanent Canadian International House - U.B.C.)

1959-60 - Ajit Singh Rupaal (This year was full of changes in the executive. A. S. Rupaal served as house chairman, vice president and finally as president of the International House Club)

1960-61 - Ajit Singh Rupaal

1961-62 - Ty Colgur

1962-63 - Jim Ward

1963-64 - Lorris Elliot

1964-65 - Mike Geddes (Program and Service Committee formed)

1965-66 - Basanta Sarkar

1966-67 - Mervin Romilly

1967-68 - Olu Sowenimo

1968-69 - Hanson Lau

1969-70 - Brian Troffe

1970-71 - Judy Young (International Students Program Committee formed)

1971-72 - Cathy Tyhurst

1972-73 - Arnim Hughes

APPENDIX 3

INTERNATIONAL HOUSE ASSOCIATION - B. C. CHAPTER,

PRESIDENTS

1951 (May 16) - Mrs. Ernest Hill (Chairman of Organizational Meeting)

1951 (May 16) - Miss Marjorie Smith (Elected President, leaves on Fulbright Scholarship, Dr. Murrie Cowie becomes president)

1951-52 - Dr. Murrie Cowie

1952-53 - Marjorie J. Smith

1953-54 - Marjorie J. Smith

1954-55 - Dr. D.C.G. MacKay

1955-56 - Prof. S. E. Read

1956-57 - Dr. Peter Ford

1957-58 - Dr. J. K. Friesen

1958-59 - Dr. Marion L. Cowie

1959-60 - Dr. Guy Dutton

1960-61 - Dr. Vladimir Krajina

1961-62 - Mrs. R. W. Wellwood

1962-63 - Dr. D.C.G. MacKay

1963-64 - Dr. McNairn (I.H.A. amalgamates with International House)

APPENDIX 4

CHAIRMEN OF THE BOARD OF DIRECTORS

1953-54	- Mr. Thomas Flinn	(First Board of Trustees)
	- Dr. Murrie Cowie	(Board of Directors of International House)
1955-56	- Dr. Murrie Cowie	
1956-57	- Dr. Murrie Cowie	
1957-58	- Mrs. R. C. Harris	
1958-59	- Mrs. R. C. Harris	
1959-60	- Dr. D.C.G. MacKay	
1960-61	- Dr. Peter Ford	
1961-62	- Dr. Peter Ford	
1962-63	- Mr. W. C. Wakely	
1963-64	- Mr. W. C. Wakely	
July 1964 Nov. 1, 1964	- Mr. A.W.S. Mortifee	(Interim Board established until Annual General Meeting, Nov. 1, 1964)
1964-65	- Mr. A.W.S. Mortifee	
1965-66	- Mr. A.W.S. Mortifee	
1966-67	- Mr. Ted Nichols	
1967 (to Dec. 5, 1967)	- Mr. Ted Nichols	
1968-69	- Dr. J. Katz	

1969-70 (Aug. 4) - Dr. J. Katz

1970-71 - Dr. F. Hamlin

1971-72 - Mr. Geoff Gould

1972-73 - Mr. Geoff Gould

APPENDIX 5

"DIRECTORS" OF INTERNATIONAL HOUSE

Until a part-time Director was appointed by the University administration, the International House Association Inc., B. C. Chapter presidents - Dr. Murrie Cowie and Miss Marjorie Smith - members of the I.H.A. executive, and Mrs. Margaret Sage Heyward acted in an advisory capacity.

April 1954	- Miss Anne Furness (School of Social Work) part time
1954 (Summer)	- Mr. Farguharson (Acting Director - Summer Session) part time
1954-55	- Mrs. B. A. Robinson (first Director in I. H. Hut) part time
1955-58	- Miss Kathleen Gorrie (full time 1957-58)
1958-60	- Mr. Albert Cox (appointed Director on 1/3 time basis) (full time, 59-60)
	- Miss Jane Rule (Assistant Director, full time 58-59)
	- Mrs. Kay Rollinson (Assistant Director, full time 59-60)
1960-62	- Mr. John Haar (Director of I. H. and student activities)
	- Mrs. Kay Rollinson (Assistant Director, full time)
1962 (June-Nov. 22)	- Mr. Art Sager
	- Mrs. K. Skinner (Mrs. K. Rollinson) (Assistant Director)

1963-1969 - Mr. Jack B. Thomas (first full-time Director in new House)

- Miss Thora Hawkey (Program Assistant)

- Mrs. Kay Edwards (Program Director 65-68)

- Mrs. Pat Fieldwalker (Program Assistant 68-69)

1969-1972 - Mr. Dave Roxburgh (Director)

- Mrs. Pat Fieldwalker (Program Assistant 69-70)
(Administrative Assistant 70-71)
(Associate Director 71-72)

1972 - - Dr. Colin Smith (Director)

APPENDIX 6

STANDING COMMITTEES OF THE BOARD OF DIRECTORS OF

INTERNATIONAL HOUSE

December 1, 1964

1. Program and Service
2. Membership
3. Finance
4. Fund-Raising
5. Building Extension and Improvements
6. Fall Fair
7. Library
8. Research
9. Employment
10. English Coaching
11. Regular Teas
12. Snack Bar Volunteers
13. Community Programs and Service
    - Local Tours
    - Out of Town Trips
    - Small Group Discussions
    - "Friends for a Year"
    - Home Cooking (International)
    - Reception and Hosting Government Trainees and Special Visitors
    - Furniture and Clothing Exchange
    - Complimentary Tickets

APPENDIX 7

INTERNATIONAL HOUSE ASSOCIATION INC.

Dedicated to the hope "That Brotherhood May Prevail," the first and largest residence in the United States of America for graduate students from all countries of the world,[1] the International House at 500 Riverside Drive, Manhatten, has been the focus of a pioneer international experiment. As a residence and program centre for 500 foreign and American graduate students and an additional number of non-resident members it has provided a means whereby ". . . human beings of diverse backgrounds can come together on an equal footing, with interest and enthusiasm . . ."[2] to form friendships so that through ". . . knowing each other, students might come to understand other cultures - their problems, their points of view."[3] By living together, and taking part in an active educational and social program, it was hoped that students would become ". . . aware of one another as personalities rather than as types and would come to

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[1] J. L. Davis, "A Survey of Present and Former Foreign Students Regarding the Effects of their Residence in the International House of New York" (unpublished Ed.D. dissertation, Columbia University, 1964), p.2.

[2] Kathryn Close, "That Brotherhood May Prevail - The Story of the International House Idea, History and Purpose of the International Houses and International House Association," reprinted from the Autumn, 1944 issue of The International House Quarterly, revised April 1952 (New York: International House Association, 1952), p. 4.

[3] Ibid., p. 5.

realize that nations are composed of human beings."[4] It was hoped that they also might eventually influence the world for good.

International House in New York has developed through the years a program designed to carry out its threefold purpose: 1) To help each student achieve the educational and personal goals which brought him to New York, 2) To provide foreign students with the broadest opportunities to experience the many facets of American life and give them a deeper understanding of the United States, and 3) To give American students an opportunity to broaden their horizons through friendship with people from diverse backgrounds and cultures.[5]

The idea for the House grew out of a chance meeting in 1909 between Mr. Harry Edmonds and a Chinese student. Struck by the student's loneliness, he arranged a supper at his home the following Sunday with other overseas students. Over the next several years, as interest and programs developed, each meeting place became too small including the house leased to provide accommodation. Consequently, further land was acquired and a three million dollar building, the first institution of its type in the world, was erected. This venture was so successful that other Houses in Chicago, Berkeley and Paris followed quickly, educational and social programs were developed, and alumni groups formed.

In 1947, this growth culminated in the formation of the International House Association Inc., uniting member Houses, Chapters, and

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[4]Close, "Brotherhood," p. 6.

[5]1963 Annual Report, New York International House (New York: International House, 1963).

members at large all over the world. The purposes of the Association were ". . . to further the attainment of the ideal that brotherhood may prevail throughout the world; to aid in the acquisition of a better knowledge of the culture and life of all peoples for the furtherance of goodwill between nations and races."[6] International House Association Inc. disbanded in 1961.

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[6]By-Laws of the British Columbia Chapter of International House Association Inc. (International House files).

APPENDIX 8

STUDENT MEMBERSHIP

Year	Membership	Year	Membership	Year	Membership
49	120[1]	56-57	380[6]	64-65	
49-50		57-58	300[7]	65-66	
50-51		58-59	409[8]	66-67	
51-52	83[2]	59-60	530[9]	67-68	
52-53		60-61	550[10]	68-69	
53-54	62[3]	61-62	548[11]	69-70	887[13] (46 paid up)
54-55	204[4]	62-63	≈ 400[12]	70-71	456[14] (on mailing lists)
55-56	220[5]	63-64		71-72	225[15] (September 1971)
				72-73	511[16] (November 1972)

[1]The Totem, University of British Columbia, 1952, p. 84.

[2]Annual Report of the International House Committee, 1951-52.

[3]Student Activities - International House Association - B. C. Chapter, Summary Report, June 1954.

[4]Minutes of the Executive Meeting of the B. C. Chapter, International House Association, November 30, 1954.

[5]Report of the International House Club President to the Board of Directors, International House, University of British Columbia, October 21, 1955.

[6]Ibid., October 30, 1956.

continued . . .

[7]Report of the International House Club President to the Board of Directors, International House, University of British Columbia, 1957-58.

[8]Ibid., May 1, 1959.

[9]Ibid., May 2, 1960.

[10]Friendly Relations with Overseas Students, Observations on Visit to U.B.C. International House, February 23, 1961.

[11]Minutes of the Board of Directors, International House, January 25, 1962.

[12]International House Study Conference, International House, March 2, 1963 (Mimeographed).

[13]International House Annual Report, November 10, 1970, p. 10.

[14]International House Annual Report, November 3, 1971, p. 10. (This year International House granted complimentary memberships to every first year student who filled out a membership form.)

[15]Directors Report to the I.H. Board of Directors for September 1971, October 18, 1971.

[16]Annual Report of the International House, November 9, 1972.

APPENDIX 9

COMMUNITY MEMBERSHIP I.H.A. -

INTERNATIONAL HOUSE

Year	Membership	Year	Membership	Year	Membership
51-52		58-59	23 singles[7] 15 families	65-66	
52-53	51[1] 33 singles 9 doubles	59-60	86[8] 38 singles 48 families	66-67	
53-54	≈ 40[2]	60-61	111[9]	67-68	
54-55	66[3]	61-62	132[10]	68-69	
55-56	50[4]	62-63	200[11]	69-70	221[13]
56-57	66[5] 42 singles 18 families		(I.H.A. amalgamates with International House	70-71	390[14]
57-58	56 singles[6]	64-65	122[12] (Membership directly in the House becomes possible)	71-72	412[15]

[1]Report of the Membership Committee - International House Association, June 22, 1953.

[2]Joint Meeting of the Executive of I.H.A. and I.H.C., February 24, 1954.

[3]Minutes of the Exec. Meeting of the B. C. Chapter, I.H.A., Nov. 30, 1954.

[4]Minutes of the Exec. Meeting of the B. C. Chapter, I.H.A., Oct. 20, 1955.

[5]Minutes of the Exec. Meeting of the B. C. Chapter, I.H.A., May 7, 1957.

continued . . .

[6]Minutes of the Exec. Meeting of the B. C. Chapter, I.H.A. January 22, 1958.

[7]Minutes of the Exec. Meeting of the B. C. Chapter, I.H.A., October 22, 1958.

[8]Minutes of the Exec. Meeting of the B. C. Chapter, I.H.A., October 8, 1959.

[9]Minutes of the Exec. Meeting of the B. C. Chapter, I.H.A., October 13, 1960.

[10]Presidents Report, I.H.A. - B. C. Chapter Annual Meeting, May 30, 1962.

[11]Presidents Report, I.H.A. - B. C. Chapter Annual Meeting, June 11, 1963.

[12]Minutes of the Board of Directors of International House, October 8, 1964.

[13]International House Annual Report - November 10, 1970, p. 10.

[14]International House Annual Report - November 3, 1971, p. 10.

[15]International House Annual Report - November 9, 1972, p. 21.

INVOLVEMENT OF STUDENTS WITH INTERNATIONAL HOUSE ACTIVITIES

(Please indicate with "X")

PART I

Male ☐ Married ☐ Undergraduate ☐ Faculty *(please specify)* .....

Female ☐ Single ☐ Graduate ☐ Birthdate *(year)* .....

Country of citizenship *(please specify)* ..... Landed immigrant ☐ Student visa ☐

1. (a) How many provinces have you visited in Canada? .....

(b) If Canadian citizen, have you travelled outside of Canada? YES ☐ NO ☐

(c) If "yes" in above, have you travelled: (i) to the U.S.A. only? YES ☐ NO ☐
(ii) to only one country other than the U.S.A.? YES ☐ NO ☐
(iii) to more than one country? YES ☐ NO ☐

(d) How long have you spent outside of Canada? *(specify number)* YEARS..... MONTHS ..... WEEKS .....

2. (a) Would you consider your involvement in extra-curricular activities in the university or the Greater Vancouver community (or both): HEAVY ☐ AVERAGE ☐ LIGHT ☐

(b) Do you have friends in the Greater Vancouver community with whom you feel free to visit? YES ☐ NO ☐

(c) In your free time do you associate mainly with: (i) friends from different countries ☐
(ii) friends from one particular country ☐
(iii) others *(please specify)* .....

(d) Are these friends mostly from your country of citizenship? YES ☐ NO ☐

3. (a) Did you know about International House before arriving at U.B.C.? YES ☐ NO ☐

(b) How did you first hear about International House? .....

(c) Do you continue to hear about International House mainly through:
Newspapers ☐ Radio ☐ Campus posters ☐ Friends ☐ I.H. bulletins ☐ Other ☐ .....

4. (a) Years of attendance at U.B.C.: *(Please check "X" those years attended full-time.)*

1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73	Others
☐	☐	☐	☐	☐	☐	☐	☐	☐	.....

(b) For the years you attended U.B.C., did you reside mainly ON or OFF campus?

	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73
ON CAMPUS	☐	☐	☐	☐	☐	☐	☐	☐	☐
OFF CAMPUS	☐	☐	☐	☐	☐	☐	☐	☐	☐

(c) For the years you attended U.B.C., indicate the frequency of your use of I.H.:

	1964-65	1965-66	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72	1972-73
NEVER	☐	☐	☐	☐	☐	☐	☐	☐	☐
RARELY (once or twice per term)	☐	☐	☐	☐	☐	☐	☐	☐	☐
OCCASIONALLY (once or twice per month)	☐	☐	☐	☐	☐	☐	☐	☐	☐
OFTEN (once or more per week)	☐	☐	☐	☐	☐	☐	☐	☐	☐

FOR 1970-71 AND/OR 1971-72

IF YOU HAVE BEEN TO INTERNATIONAL HOUSE IN EITHER 70/71 OR 71/72 GO DIRECTLY TO PART II.→
IF YOU HAVE NOT BEEN TO INTERNATIONAL HOUSE IN 70/71 AND 71/72, CONCLUDE BY COMPLETING THE FOLLOWING SECTION ONLY.

Indicate the reasons which best describe why you have not gone to I.H. in 70/71 or 71/72. Indicate more than one reason if it is appropriate.

(a) Personal reasons:

I do not have sufficient free time ☐
I have other interests ☐
I have no interest in meeting students at I.H. ☐
I am attempting to learn Canadian customs, not to retain the traditions of my homeland ☐

(b) Publicity of International House:

Never heard of International House ☐
Am not aware of I.H. programs ☐
Understood I.H. was for overseas students only ☐
Usually find out about events too late ☐

(c) Programs and activities:

The programs and activities have no relevance for me. ☐
The programs should not highlight the differences between cultures, but should stress their common elements. ☐
The programs should be of a more: educational nature ☐ political nature ☐ social nature ☐ travel nature ☐

(d) Other reasons *(please specify).* .....

.....

.....

PART II←

(Complete this section only if you have been to I.H. in 1970-71 and/or 1971-72)

HOUSE ACTIVITIES

Educational Component:
International House accommodates both credit and non credit courses. Please indicate "X" those which you have attended at International House.

(a) Regular university credit courses meeting at I.H.: YES ☐ NO ☐

Specify name of course in each year: 70/71 .....

71/72 .....

(b) Non-credit courses or lessons: YES ☐ NO ☐

Specify:	70/71	71/72		70/71	71/72
Cantonese	☐	☐	Language Days	☐	☐
English speaking club	☐	☐	Mandarin Lessons	☐	☐

Other courses please specify .....

(c) Special seminars and discussions: YES ☐ NO ☐

Specify name or topic of seminar: 70/71 .....

71/72 .....

(d) If "yes" in (c) above, did the seminar feature:

	70/71	71/72			
a single speaker	☐	☐	a debate	☐	☐
a panel of several authorities	☐	☐	others (specify)		

(e) If you have any suggestions for improving the educational component of I.H., please comment:

.....

.....

2. Social Events:

Please indicate with "X" those social events you attended at International House.

(a) Student dances (open to all). YES ☐ NO ☐

Indicate the dance attended.

	70/71	71/72		70/71	71/72
African students	☐	☐	Pakistan students	☐	☐
Alliance Francaise	☐	☐	Summer Session dance	☐	☐
Chinese Students Assoc.	☐	☐	International Fair dance	☐	☐
El Circulo	☐	☐	International Buffet/Dance	☐	☐
German Club	☐	☐	International Week Dance	☐	☐
Jamaican Club	☐	☐	Farewell Dance	☐	☐
Malaysian/Singapore Student Assoc.	☐	☐	Hallowe'en Dance	☐	☐
Nigerian Students	☐	☐	Harambee	☐	☐
			Greek Dinner/Dance	☐	☐

Other dances (open to all) Please name .....

(b) Student parties (open only to members of a particular club and their guests). YES ☐ NO ☐

Specify sponsoring club: 70/71 .....

71/72 .....

(c) Regular social events:

	70/71	71/72
Pub-Ins.	☐	☐
Musical Evenings	☐	☐
Film Series	☐	☐

Others specify .....

3. General Use of the House:

Students come to International House for a variety of reasons other than for social or educational events. Indicate the other reasons for which you went to I.H.

(a) To attend a regular student club meeting: YES ☐ NO ☐

Specify which club: 70/71 .....

71/72 .....

(b) To attend a meeting of an internationally oriented organization: YES ☐ NO ☐

Specify organization:	70/71	71/72		70/71	71/72
CUSO information nights	☐	☐	WUS	☐	☐
Other CUSO meetings	☐	☐	WUSC	☐	☐
Crossroads	☐	☐	UNESCO	☐	☐
			U.N.	☐	☐

Other organizations: 70/71 .....

71/72 .....

(c) Supplementary services:

To seek information on:	70/71	71/72		70/71	71/72
Academic matters	☐	☐	To use the lounge	☐	☐
Financial matters	☐	☐	To use the snack bar	☐	☐
Housing	☐	☐	To pick up mail	☐	☐
Travel	☐	☐	To play the piano	☐	☐
Work overseas	☐	☐	To read magazines	☐	☐
Study overseas	☐	☐	To meet friends	☐	☐
			To study	☐	☐

Others: 70/71 .....

71/72 .....

(d) If you have any suggestions or comments on improving the general use of the House, please comment.

.....

.....

COMMUNITY CONTACT

nternational House attempts to facilitate intercourse between students and the community outside that of the university.

(a) Through the auspices of I.H., have you made community contact? YES ☐ NO ☐

Please specify how:	70/71	71/72		70/71	71/72
Weekend guest with a community family	☐	☐	Luncheon guest with business or professional group	☐	☐
Guest speaker for club, class or group, etc.	☐	☐	Day visit to a point of interest	☐	☐
Family guest at holiday time	☐	☐	Evening outing to movie, theatre, etc.	☐	☐

Others *(please specify)* 70/71 .....

71/72 .....

ASSESSMENT OF INTERNATIONAL HOUSE

. Your opinion of International House

(a) Has I.H., through its activities and programs,met your expectations of it? YES ☐ NO ☐

(b) If not, how has it not met your expectations? .....

.....

.....

(c) Which programs and activities best facilitated your meeting and getting to know students from countries other than your own? please specify .....

.....

(d) Do you feel you learned to more fully appreciate another culture through your involvement in any activities associated with International House? YES ☐ NO ☐

(e) Do you think any of your insights have been deepened or attitudes changed through involvement in International House activities? YES ☐ NO ☐

(f) If "yes" in (e) above, what insights have been deepened? .....

.....

(g) Circle the phrase which best describes your impression of International House:

completely outmoded
requires redirection

activities detract from the "real international problems"

aids international understanding and cross-cultural contact

"colonial relic"
smacks of paternalism

good idea but ineffectual in promoting brotherhood

excellent as a vehicle to promote international understanding

(h) In view of your impression of I.H., what should be the nature of the programs and activities of International House? Please comment in general or specific terms. .....

.....

.....

.....

. Further Comments

If you wish to comment on any aspect of International House, your remarks are welcome. Please insert additional sheet.

INTERNATIONAL HOUSE
THE UNIVERSITY OF BRITISH COLUMBIA
VANCOUVER 8, CANADA

February 19, 1973.

Dear Student:

I am writing to ask your help in a project which is important to the future of International House. This research has been approved by the University of British Columbia through the Board of Directors of International House.

Many of us believe that the House has not yet realized the full potential which is possible among the Canadian and overseas students who enrich our campus through their international contributions and interests. At a time when an international awareness among professionally trained people can have significant consequences internationally, the influence of International House looms great.

As a student at U.B.C. you are in a critical position to provide meaningful information which will be useful in assessing the programs of International House. I strongly ask you to contribute your opinions and experiences by completing the enclosed questionnaire. Confidentiality will be assured in this study. Your name at no time will be published to any authority.

As the study has my fullest support, I urge you to take the few minutes needed to give your professional opinion. This simple act could well represent a small step forward for global man.

Yours sincerely,

Colin H. Smith,
Director.

INTERNATIONAL HOUSE
THE UNIVERSITY OF BRITISH COLUMBIA
VANCOUVER 8, CANADA

February 19, 1973.

Dear Student:

As a student at U.B.C. you have information and opinions which will aid in developing and strengthening the student programmes at International House. In this regard I ask you to contribute 15 minutes of your valuable time.

My study assesses your use of International House, your opinions of its programmes, and your suggestions for its improvement. *If you are not a member of International House,* or if you have never used International House, *your response is equally important* and is desired.

As accurate information coming from the students of U.B.C. will most directly contribute to the future development and growth of International House, please take the time required to provide it.

All responses will be treated confidentially and will be used for statistical purposes only.

For your convenience, a stamped self-addressed envelope is enclosed for returning the questionnaire.

Thank you very much for your cooperation.

Sincerely,

A. Rae McCombs
Post-Graduate research
Comparative Education

APPENDIX 12

REMINDER CARD

Several weeks ago, you received a questionnaire on your involvement in International House. If you have already returned it, disregard this note. If not, please take the 15 or so minutes required to provide the information requested and return it to me in the self-addressed envelope.

Thank you again. Good luck in your studies!

Sincerely,