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**Pre Departure Orientation for the CTC5 Conference
September 1997
AOJS**

USAID Cairo

PRE-DEPARTURE ORIENTATION

“CTC5”

September 1997

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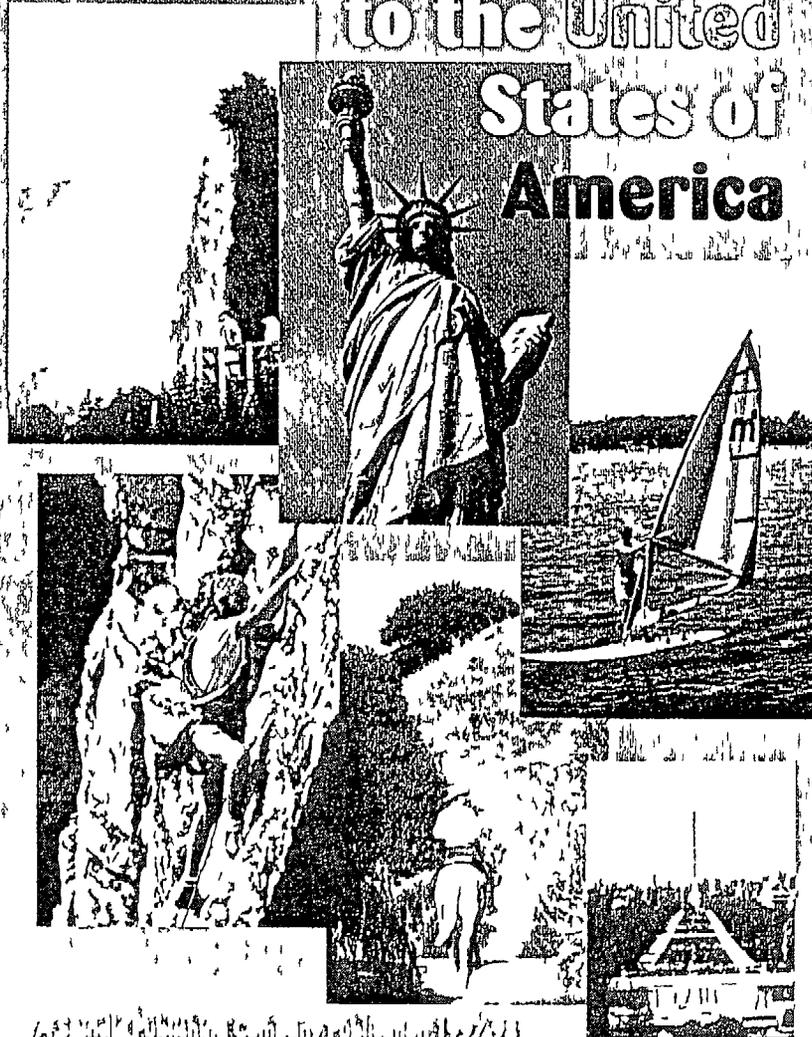
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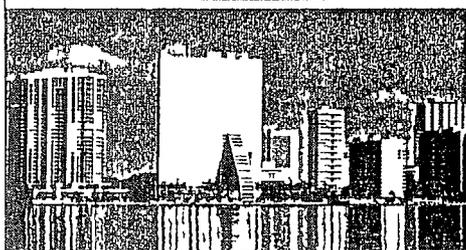
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to the United States of America



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Facts About Today's Women's Colleges

- There are 81 women's colleges in the United States in 25 states & the District of Columbia
 - 53% of women's colleges are located in the northeast 25% in the south 18% in the central states and 4% on the west coast (California)
- 85% are four year institutions and 15% are two year colleges
 - 33% have a historic connection with the Catholic church 18% are affiliated with other religions and 49% are independent Only three women's colleges are state affiliated
- Since 1970 undergraduate enrollments are up more than 18% full time undergraduate enrollments are up more than 7% and total headcounts are up more than 30%
 - Of *Business Week's* list of the 50 women who are rising stars in Corporate America 15 (or 30%) received their baccalaureate degree from a women's college As women's college graduates accounted for less than 5% of college educated women during the time they attended they are over represented on this list by a margin of 6 to 1
- Graduates of women's colleges are more than twice as likely as graduates of co educational colleges to receive doctorate degrees And women's college graduates are also more likely than female graduates of coeducational institutions to enter medical school and receive doctorates in the natural sciences
 - 20% of women identified by *Black Enterprise Magazine* in August 1991 as the 20 most powerful African American women in corporate America graduated from women's colleges
- Minority enrollments are at an all time high Many women's colleges have a student population upwards of 15% minority members There are also two historically black women's colleges
 - Nine out of ten women's colleges have cross registration with other colleges and universities
- The faculty at most women's colleges is equally divided between male and female as is the senior administration and boards of trustees
 - 85% of all women's college presidents are women compared to approximately 16% at co ed institutions
- More than three-quarters of the graduates have in some way continued their involvement with their colleges as trustees mentors class agents intern employers recruiters etc
 - Nine out of 10 women's college graduates give their colleges high marks for fostering and developing self confidence in women students
- In a recent survey conducted by *U S News & World Report* 20% of the national liberal arts colleges receiving top ratings were women's colleges even though they represent only 4% of all four year institutions of higher education Moreover of the 20 best regional liberal arts colleges in the east nine (or 45%) were women's colleges
 - Nearly three quarters of the women's college graduates are in the work force
- Almost half of the graduates who work hold traditionally male dominated jobs at the higher end of the pay scale such as lawyer physician or manager
 - Nearly half of the graduates have earned advanced degrees and 81% have continued their education beyond college
- Nine out of ten women's college alumnae have participated in at least one civic or professional organization since college

Choosing an English Language Program

Chicago
Berkeley English Academy
Berkeley CA

There is the ancient story of a teacher who handed his students a sieve and told them to fill it with water. The puzzled students tried in many different ways to fill up the sieve but found that their efforts were all in vain. Try and try as they might it was impossible to fill it up and to keep it filled. With help and encouragement their eyes they finally turned to their teacher and proclaimed their failure. The teacher took the sieve gently from them and tossed it effortlessly into a stream.

In the same vein Mark Twain the American writer once pointed out that the French must be geniuses because even their little children were capable of speaking French. So if you have ever felt frustrated in learning another language you may feel that to speak a language well requires extraordinary intelligence and effort. Fortunately the solution is a little simpler.

Learning another language efficiently requires a basic willingness to go to the country where the language is spoken and immerse yourself in the living flux of activities of that society and culture. For this reason students from all over the world come to the United States to study English.

Language like swimming is a skill where the real learning takes place once you enter the water (or the country). Also just as you will learn to swim faster and more correctly if you have someone to give you guidance and instruction you will find that a good language school will take you faster and further toward articulate fluent and correct use of English than if you were to study by yourself. Eventually English will become a living medium that supports and sustains you a newfound freedom to enjoy and express yourself.

Before you decide to come to America ask yourself a few basic questions. Why do I need English? (What are my specific needs?) What do I hope to accomplish by studying English? What are my goals? How will I know I have accomplished them? These questions should help you orient yourself in choosing a language school.

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A Division of Lifelong Learning

In the search for a language school you are faced with almost limitless choices. According to statistics there are over a thousand schools to attend in the USA. While you may feel overwhelmed by the sheer number there are a few criteria which may help you to narrow your choices.

- ? How much do I want to spend? America is an expensive country in which to live. If you are coming from a country where the cost of living is considerably less, or if you have to stop working to come to this country then money will be an important consideration.
- ? How long do I want to stay in the USA? Do I want to stay a year or a month? What do I hope to have accomplished by then?
- ? Where do I want to study? Each region has its own geographic, social and ethnic characteristics. Am I aware of what it will be like?
- ? When do I want to go? Give yourself ample time to find out and make an informed decision. Corresponding, choosing, applying, getting visas and passports will take time.

Possible Misconceptions Before You Begin Your Search

◆ Price indicates quality. This is a common misconception. While school fees may vary by a factor of four or five, teacher salaries generally fall within a small range. High tuition is not an immediate indication of the quality of any program. ◆ Some places have prestige and high name recognition. However you must also consider the satisfaction and competence of current students and recent graduates of the programs. ◆ Don't be misled by the picky picking. Look at the content, not the cover. Be certain that the best part of the program is not the fancy brochure you received.

These are rules that all Americans follow in buying any commodity whether it is a car, a camera or a carrot. *Caveat Emptor* (Buyer Beware). Shop around. You will save yourself much frustration later.

In a market economy where people vote with their money, it is your responsibility to get the best value for it. Consider it a part of your learning process about American society, as well as an opportunity to start practicing your English in a real situation. Remember, this is an important investment.

With the above in mind, some ways to get started in your search

1. Get a list of schools within the area you like at a library (in the phonebook section), the USIS (United States Information Service) or at one of the many institutions that offer help in finding a school. If you can obtain a telephone book and look under language instruction. If you have access to a computer, use the Internet, making use of a web browser or search engine to look for language schools. Look at their websites.

You can also contact the organizations listed in the back of this booklet.

2. Start finding out about these schools. Write, fax, e-mail or telephone these schools and get information about cost, courses and curriculum. Ask your friends or acquaintances if they can recommend any programs.
3. Start narrowing your choices. Some indications for quality of the program will be student/teacher ratio, the number of levels, the transfer rate, word of mouth (Were students satisfied? Are they happy?)
4. If you are already in the United States, start visiting the schools. The school should welcome you with an invitation to sit in the classes and take part. Are the students enjoying themselves? Are the classes lively, entertaining and enlightening? Are the teachers educated, experienced and intelligent? Are they interested, engaged, attentive and concerned about their students? Do the students speak often and correctly? Would you be happy there?

Remember, learning a language is not simply about acquiring knowledge. It is an opportunity not only to express yourself in the language, but to create a new, expanded identity for yourself and discover something about the infinite possibilities within you as a human being—your ability to learn, adapt to change and grow in order to have a richer, more fulfilling life. If you make the effort to choose a school wisely, it can be one of the best things you can do for yourself. ☺

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U S. Engineering Programs

Association of Engineering Accrediting Agencies
 and Technicians (ABET)

In the United States accreditation is the accepted means of assuring a quality standard for educational programs. Accreditation provides information on the compliance of a university or a program with that standard to interested parties such as government funding agencies, parents and students, various professional licensing boards, as well as prospective employers of graduates. It also offers a mechanism by which educational institutions and members of the professional and academic community may share information on the best educational practices. In this way accreditation serves as a stimulant for the continuous improvement of educational programs.

Before choosing a college or university in the United States, it is wise to be sure that the institution is accredited by a regional or institutional accreditor. Regional accreditation is concerned with the evaluation of an educational institution as a whole. More information on regional and institutional accreditors can be obtained from *Council for Higher Education Accreditation (CHEA), One Dupont Circle, NW Suite 584, Washington, DC 20036-1110*.

Specialized or professional accrediting agencies accredit educational programs within the larger institution. As a professional accrediting agency, ABET is a federation of 28 engineering professional technical societies that represent more than 1.8 million engineers. ABET is the agency with responsibility for accrediting programs in engineering, engineering technology, and engineering related areas.

Through its accreditation commissions, committee and Board of Directors, ABET addresses current and future issues, implements studies, and develops policies. Some of these become part of the criteria used by the accreditation commissions to evaluate engineering programs in their respective fields. Programs in engineering are accredited by the ABET Engineering Accreditation Commission (EAC). Among the topics covered by the engineering criteria are: Faculty, Curriculum Objectives, and Curriculum Content, Student Body Administration, Institutional Facilities, and Institutional Commitment.

EAC of ABET accredits more than 1500 engineering programs in over 30 disciplines at approximately 350 institutions in the United States. The college or university you are interested in may have some engineering programs that are accredited by the EAC of ABET and some that are not accredited. EAC of ABET accredits engineering programs at either the baccalaureate or the masters level, but does not accredit the same program at both levels. The school's brochure or course catalog should list each engineering program that is EAC of ABET accredited.

The licensing requirements for a Professional Engineer (PE) vary among the autonomous U.S. states and territories, but the EAC of ABET accredited degree is the accepted educational component in all cases.

Degrees from ABET accredited programs are often accepted and recognized outside the U.S. ABET has a long standing equivalency agreement with Canadian Engineering Accreditation Board (CEAB) of the Canadian Council for Professional Engineers (CCPE). For licensing purposes, most U.S. state boards of registration accept CEAB accredited programs as the equivalent of EAC of ABET accredited programs.

ABET is also among the original signatories of the Washington Accord in which engineering accreditation bodies in Australia, Canada, Great Britain, Ireland, New Zealand, and the United States deem programs accredited by agencies included in the Washington Accord as substantially equivalent to their own, and recommend to their respective licensing agencies that graduates from those programs receive the same rights and privileges.

The ABET Publications Office has much valuable information for the international student considering a U.S. engineering education. The ABET Accreditation Yearbook carries a list of EAC of ABET accredited programs and CEAB of CCPE equivalent programs, with the year of initial accreditation. The Accreditation Yearbook also includes the general Criteria For Accrediting Programs in Engineering in the United States, specific program criteria for the various disciplines, and the names and addresses of the 28 engineering professional technical societies responsible for program criteria and who together comprise ABET.

For more information, you can visit the ABET Web Site at <http://www.abet-b1.md.us> or contact ABET Publications Office, Market Street, Suite 1050, Baltimore, MD 21209-1713. Phone: (410) 347-7700/Fax: (410) 625-2238.

Some Commonly Used College Terms

major: a student's primary field of study	minor: a student's secondary field
dorm: abbreviation for dormitory	crim: studying frantically before a test
RA: Resident Assistant	TA: Teaching Assistant
honor system: a policy where students are responsible for not cheating	mid term: an exam (or the grade you have) in the middle of the semester
final: the last exam to end the semester	skim: quickly read for general idea
cut: to be absent from a class purposely	social: an event for people to meet
blow off: to purposely not attend an event or not do an intended action. I blew that off, sometimes. That meeting was a blow off, implying that it wasn't useful.	

Obtaining a Graduate Degree

*Do It All by Itself At Last
The University Checklist*

So you want to obtain a graduate degree from a university in the United States? *Where do you start? What do you do? And when do you do it?*

One of the first things you should think about regarding any graduate education in the United States is funding. While many colleges and universities have funding for international applicants at the undergraduate level, that simply is not the case at the graduate level.

To make matters more difficult, it is almost impossible for an international student to receive an education loan for a graduate program in the United States. An international loan applicant must obtain a co-signer who is either a U.S. citizen or a permanent resident. So before you get your heart set on attending a graduate program in the United States, make sure your financial arrangements are in place.

Another important aspect regarding graduate school applications is the timing of taking your standardized tests, i.e., TOEFL, GRE, GMAT, LSAT, MCAT, etc. Most graduate applications have a submission date (most likely the December or January before the autumn term you expect to begin your studies). You must take any standardized tests ahead of time so that the scores will be available when your application is being considered.

Remember that it usually takes four to six weeks for a school to receive the test scores after you have taken an exam. In most cases, your application will not be considered until all your test scores are received. A TOEFL score is valid for two years after the test has been administered, and most other standardized test scores (GMAT, GRE, etc.) are valid for up to five years after the test has been administered. You may take any test as often as you want if you wish to obtain a higher score. You should be aware of any minimum test score that each program may have and whether it is a TOEFL score or the GRE, GMAT, LSAT, etc.

The process of applying to schools in the U.S. has to be coordinated in a timely manner. There are many books available worldwide which describe the multitude of graduate programs available in the U.S. These often detail graduate programs by specialization, for example, programs in business, medicine, law, etc. You should always research any graduate program to which you may want to apply. Some of the things you should consider when researching and selecting a graduate program are:

- cost of program and living expenses
- location—city vs. small town (Where would you feel most comfortable?)

- size of school and program
- international population of campus and surrounding area
- the student profile
- whether the program fulfills your expectations

Make sure that if you write to any graduate program you are interested in and ask them for their catalog detailing the course of study, the university itself, and sometimes the location of the campus.

If you have the opportunity to either meet with a representative of the school in person or to visit the school by all means do so. Remember, it is up to you to ask the admissions representative any questions which you may have, and no question should be considered too trivial.

Certain graduate programs also evaluate your undergraduate education and degree to ascertain if you qualify to be considered for admission. Make sure that you obtain information from each school individually regarding the qualifications for their specific graduate programs. Qualifications for graduate programs differ among schools, so be sure to get information for each specific program.

As an international applicant and student, you have much to offer in the educational process; you also have an exciting new world to explore in the United States.

Students in the U.S. are enthusiastic and excited to share with you in the classroom. The arduous application process is quite time-consuming and can be discouraging, but in our come with admission to a graduate program in a school in the United States can be one of the most rewarding things in your life. *Good luck to you in this process!*

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Visa Information

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Under virtually all circumstances, someone seeking to enter the United States to study must obtain an appropriate visa for that purpose. By statute, persons entering as temporary visitors are precluded from studying in the U.S. The most commonly used visa for studying is the F-1 visa. Under certain circumstances, students come to the U.S. on J-1 and M-1 visas.

In order to obtain any of these visas (or if visa exempt, such as Canadians to enter as a student), a person must be a **bonafide non-immigrant**. He/she must dismiss the notion that *anyone* seeking to enter the U.S. is an immigrant. The person must establish that he/she has a residence outside the U.S. that he/she has no intention of abandoning. U.S. consuls and other immigration authorities have wide authority and discretion to deny a student visa on the basis that the person has not established appropriate non-immigration intent.

Normally, a spouse and unmarried children under the age of 21 can accompany the principal student to the U.S. Under most circumstances, such dependent family members may *not* be employed in the U.S. A dependent may go to school but may not have the employment opportunities of a foreign student discussed below.

F-1 Visa

F-1 status is for one to come to the U.S. as a full-time student. The person must obtain an I-20AB issued by a school or school system authorized by the Immigration Service to sponsor foreign students. Virtually all colleges and universities, many public school systems, and private schools are so authorized.

All schools have Designated School Officers (foreign student advisors) to handle foreign student matters including I-20's. At many universities and colleges, the DSO's are often very knowledgeable in matters involving foreign students.

In addition, the foreign student must establish that he/she has sufficient financial resources so that the student will not have to work in the U.S. (except as authorized). This can be established by showing that the person has adequate funds to provide for school and living expenses in the U.S. or by there being an affidavit of support (Form I-134) submitted by a close family relative or other person who is willing and able to provide such support. The U.S. consul or immigration officer will have to determine whether such proof of financial support is adequate and credible. Graduate students sometimes can rely on assistantships or fellowships.

F-1 students must maintain a full course of study which, for an undergraduate college/university, usually requires at least 12 credit hours a semester. Full time for graduate students is whatever the institution deems it to be. Failure to maintain a full course of study is a violation of status and renders the student deportable from the United States. A change of school is processed through the DSO's.

F-1 students are not permitted to work except under certain circumstances. Students can work on campus, engage in an internship or other work-study

program that is an integral part of the curriculum and obtain employment authorization under certain circumstances including a change in economic circumstances or optional practical training during certain periods before graduation and for one year after graduation.

Foreign students who want to remain in the U.S. beyond the period of their student status may consider H-1B status. This requires a job offer in which the minimum qualification is a bachelor's degree or equivalent in the field in which the student has such credentials. The employer must offer an adequate wage as required by statute and regulations. One can be in the U.S. for up to six years in H-1 status. Some foreign students are sponsored for permanent status by their employer. This often requires obtaining an alien labor certification in which the employer must show that there is not a U.S. worker qualified, willing, able and available to perform the duties at the prevailing wage.

F-1 status is not available to attend a public elementary school or a public adult education program. It is only available to attend a public secondary school for a period of one year and only if the school is reimbursed for the full unsubsidized cost of the student's attendance. It is a violation of status to transfer from a private school to a public school. F-1 students in private elementary or secondary school who violate status under this provision are inadmissible to the United States for a period of five years. The foregoing does not apply to F-1 students who obtained status prior to November 29, 1996 if they do not have to apply for an extension or reinstatement.

Exchange Visitor (J-1) Students

Exchange visitors are admitted to the United States in J-1 status to engage in one of a number of possible activities—one of which is study. J-1 status must be pursued to a foreign exchange program. As with F-1 students, J-1 students must maintain a full course of study. A failure to maintain status as a full-time student at the authorized school is a violation of status rendering the student deportable from the U.S.

J-1 foreign students may be authorized to work under certain circumstances, for example, a possible 18 months of practical or academic training by the responsible officer and up to 36 months for post-doctoral training. Utilization of a J-1 visa can have adverse consequences under certain circumstances. Some exchange visitors are subject to a limitation—they cannot obtain non-immigrant work status in the H (or L) category or obtain permanent status unless they've spent two years in the country of citizenship or last residence or have obtained a waiver of the requirement.

One is subject to this if his/her program was funded by or through a government agency of the U.S. or the person's home country or if that country has designated on the skills list that exchange visitors coming to the U.S. in specified fields must return home for two years. Although waivers are available in certain circumstances, one cannot assume that a waiver will be granted in any particular case.

A J-2 dependent spouse or child may obtain employment authorization. This is not available to dependents of other student or temporary worker categories. Income from the dependent's employment may be used to support the family's activities but cannot be used to support the J-1 principal alien.

Employment authorization is for the duration of the J-1's period of stay or four years, whichever is shorter.

M-1 Students

The M-1 category was created to separate from the foreign student category those persons coming for vocational type training rather than to engage in an academic program. The process and requirements for obtaining M-1 status are similar to those for obtaining F-1 status. The prospective foreign student must be admitted to a school that is authorized by the Immigration Service to sponsor M-1 students, and the school issues that person an I-20M/N. The person then applies for the visa or the status by submitting the I-20, proof of adequate financial support, and evidence to establish that the person intends to be a bona fide non-immigrant student.

An M-1 student is admitted for the period of time necessary to complete the course of study plus 30 days within which to depart the U.S. or one year, whichever ever is less. Study at a post secondary vocational or business school other than a language training program which confers a recognized associate or other degree or which credits have been accepted by at least three institutions of higher learning must consist of at least 12 hours of instruction a week or its equivalent. Study in a vocational or other non-academic curriculum other than a language training program must consist of at least 18 hours of attendance a week or 20 hours a week if the dominant course of study is shop or laboratory work.

An M-1 student may not transfer to another school after he or she has been in the U.S. for six months as an M-1 student unless there is an inability to continue at the school originally admitted for due to circumstances beyond the student's control. M-1 students are not permitted to be employed in the U.S. except for practical training. Procedure for obtaining practical training is the same as for F-1 students. Application must be submitted not more than 60 days before and no more than 30 days after completion of the course of study. The DSO must certify that the employment is recommended related to the course of study and not available in the student's country of first residence. One month of practical training may be granted for each four months of study up to a maximum of six months.

An M-1 (or F-1) student who is out of status may apply for reinstatement if the violation resulted from circumstances beyond the student's control or if there would be extreme hardship. The student must not have been employed without authorization. An M-1 student may not change to F-1 student status in the U.S. or to a temporary worker H status if such status would be dependent upon the education or training received while in M-1 status.

Documents (Students must satisfy INS officers' requirements)

Most non-immigrants (Canadians are the principal exception) must have a valid passport and visa in order to obtain non-immigrant status which must remain valid for the duration of stay in the U.S. The student must report a lost passport to the embassy or consul of their country and obtain a new passport to maintain status in the U.S.

All non-immigrant students receive an I-94 arrival/departure record upon entering the U.S. This should be kept in the person's passport. This indicates the date and

place of entry and the person's status. The I-94 will also indicate the date to which the person will be able to remain in the U.S.—for most foreign students it will be D/S, which is duration of status.

The duration of status is determined by the length of the person's I-20 for F and M students and IAP-66 form for J-1 students. If a person loses the I-94 form, he must apply for a replacement. Unless the person is traveling only to Canada or Mexico for not more than 30 days when a person departs the U.S., the I-94 form will be turned in and the student will receive another one upon return.

Change of Status

A non-immigrant can change to another non-immigrant status while in the United States. Such an application will be denied if it appears that the person entered the U.S. in one non-immigrant status with an intent to change to the other non-immigrant status. However, if the person legitimately changes his or her mind while in the U.S. and can demonstrate eligibility for another non-immigrant status (such as a student status), then provision is made for change of status. The person must submit form I-539 to the Immigration Service Regional Service Center having jurisdiction over his residence in the U.S.

If after receiving the change of status the person departs the U.S., the person must go to a U.S. consul to apply for a visa in the new non-immigrant category in order to return to the U.S. The fact that a person is granted a change of status does not guarantee that a consul will issue the new visa. Persons who are visa exempt such as Canadians are not subject to this. Also, if a person changes status in the U.S. and travels to Canada or Mexico for no more than 30 days—as long as he has his passport, his original visa, I-94 form and proof of change of status—re-entry can be made into the U.S. without obtaining a new visa.

VISA PENALTIES The visas of any person who overstays status in the United States is canceled. In order to return to the United States, a new visa would have to be issued by a U.S. consul. Under these circumstances it has to be issued by a consul in the country of the person's citizenship. Further, anyone who overstays time in the United States for a period of 180 days on or after April 1, 1997 is excludable from the United States for a period of three years and anyone who overstays in the United States for a year or more beginning April 1, 1997 is excludable from the U.S. for 10 years.

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The American Education System

▼ ▼ ▼
System of Education in the United States
U.S. Department of Education

International students who come to the United States might wonder how their American classmates reached that educational level. The American education system appears to be very confusing. This is a brief introduction.

To begin, because of the country's history and cultural values, no national education system or national curriculum exists in the United States. The federal government does not operate schools. It does not tell teachers what to teach or which textbooks to use. In fact, the federal government has almost no role in the American education system.

Each of the 50 states has its own Department of Education which sets guidelines for the schools of that state. For example, each state's Department of Education regulates the licensing of teachers, establishes the minimum number of days per year children are required to attend school, and decides how school districts will receive funding. Public colleges and universities receive funding from the state in which they are located. Each state's legislature decides how many tax dollars will be given to the colleges and universities. Most of a school's funding comes from state tax dollars and student tuition.

Most of the control of American schools lies in the hands of each local school district. Each school district is governed by a school board. The school board is a small committee of people elected by the local community. By majority vote, the school board sets general policies for the school district and oversees the budget. Although funding strategies vary from state to state, school districts often receive part of their funding from local property taxes. Students do not pay tuition in grades 1-12.

Generally, school districts are divided into elementary schools, middle schools or junior high schools, and high schools. Elementary schools contain students in kindergarten and 1st through 5th or 6th grades. Many children go to kindergarten when they are five years old, although it is usually not required. Children begin first grade at age six.

Depending on the school district, students follow elementary school with either middle school or junior high school. Middle school contains grades 6-8. Junior high school contains grades 7-9. Following that, students go to high school. High school contains grades 9-12 or 10-12.

High school students take a wide range of courses. All students are required to take English, math, science, and social studies courses. They also might be required to take a foreign language and/or physical education. Stu-

dents can choose to take additional courses such as art, music, home economics, or industrial arts. A course can be one semester or two semesters long.

In some high schools, students are placed into tracks. Students who plan to go to college enter the college track and take courses to prepare them for admission to a college or university. Students who don't plan to go to college enter a different track and take specific courses to prepare them for a career school or the job market after high school. However, this system of tracking has become unpopular in recent years. Many high schools do not put their students into tracks any longer. Instead, all students take similar courses. In the United States, education is compulsory for all students until age 16.

Some school districts require students to take an examination in order to graduate from high school. However, most school districts do not require such an exam. Usually, a student graduates after he or she has successfully passed all of the required courses. Grades are given to students for each course at the end of every semester or term. Grades are:

A = Excellent B = Above Average C = Average
 D = Below Average F = Failure

(A student who fails a required course must take the course again.)

In 1970, about half of all American students who graduated from high school went to college. Today, nearly three out of four American high school graduates go to college. During a student's first year in high school, he or she applies for admission to the colleges and universities of his or her choice.

Admission to a College/University

Although admission policies vary from one college and university to the next, most determine admission based on several factors, such as a student's high school course of study, high school GPA, SAT scores, written essay, and possibly a personal interview.

✓ The college or university admission office considers whether a student has taken courses in high school that have prepared him/her for the more difficult college courses. A student's high school grade point average (GPA) is also considered. A GPA is a quantitative figure representing a student's accumulated grades. Each letter grade is assigned a number of points: A=4 points, B=3, C=2, D=1, and F=0 points.

A GPA is calculated by adding all of the points earned for each course grade and dividing the total points by the total number of courses taken. For example, a GPA of 3.0 means a B average for all of the courses taken.

✓ Most colleges and universities set a minimum SAT score that a student must achieve in order to gain admission. The SAT is the Scholastic Aptitude Test, a standardized quantitative examination taken by high school students throughout the United States. Each college or university decides the minimum

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SAT score it will accept

✓ Colleges and universities often require applicants to write an essay. The length and content of the essay is determined by each admission office. Depending on the college or university, applicants also might have a personal interview with a representative from the admissions office.

There are four types of degrees

Associate's (completion of a program in a specific career field)

Bachelor's (conferred after completion of an undergraduate program)

Master's (first graduate degree)

Doctorate (second graduate degree and final degree)

At the college and university level, most courses are only one semester long. Each course is assigned a number of credit hours. Credit hours are usually based on how much time is spent in class. Most courses are 3 credits. However, some courses may be 1, 2, 4, or 5 credits. All degree programs require students to complete a minimum number of credit hours before graduation. Most Bachelor's degree programs in the United States don't require students to write a final thesis. A final thesis is required for most Master's programs and all Doctorate programs.

Selection for admission to a graduate program is similar to the factors used to determine admission to an undergraduate program. Instead of considering high school courses and GPA, an admissions office examines the student's undergraduate courses and GPA. Most Master's programs require students to have a minimum score on the GRE. The Graduate Record Examination (GRE) is similar to the SAT.

In most Doctorate programs, students continue to take courses until they have earned enough credit hours to attempt their qualifying examinations. After the student passes the qualifying exams, he or she can begin to write his or her final thesis.

Because degree requirements can be very complex and vary from one program to another, all students should check with their departments and program advisors to make sure they are meeting the requirements of their particular program.

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Culture Shock: What Happens When You Arrive

Robert Crutcher, Trainer
Literature and Orientation Resources
Northbrook, IL

Arriving in a new country to begin your studies at the higher education level is an exhilarating adventure. As an international student in the United States, you can expect to have wonderful new opportunities. You will make new friends. You may also be challenged to think in a way that may be different from the way you are accustomed.

At times, you will feel confused, unsure, and uncomfortable about being here. You will find that people have different values, and their manner of communication may seem strange. You may feel your identity being questioned.

The information provided in this discussion will make you aware of the following: adaptation to a new culture, and some of the unique qualities of people and systems you will encounter. Hopefully, it will also motivate you to find out more about these differences in your particular situation, as well as ways in which you can find help to deal with your particular circumstances.

Much has been written about the process that people experience in entering and living in another culture. Some of the early research was conducted by Lynggard (1955), who studied 200 Norwegian Fulbright scholars and determined that they experienced several stages of adjustment.

The term "culture shock" itself was first used in the 1950s by two anthropologists, Oberg and Foster (1953), to refer to the disorientation of being in a new culture which they felt resulted in physical illnesses, having both symptoms and cures.

Investigation has continued to focus on the period of time a person needs to adapt to a different culture. Various models have been introduced which consider cross-cultural adaptation. Among other theories, it has been thought to be a developmental process of stages (Adler, 1975; Bennett, 1986) or described as adjustment stress (Weaver, 1993). One's realization of one's own culture and awareness of differences in the new culture is a beginning stage in many of these theories.

To assist in your awareness of such differences, it is important to explain some of the support systems and academic structures, as well as the values and social interactions you will encounter.

Support Systems

Family and Friends Once you move to the U.S., the support system of people important to you will now be far away from you. You will probably want to keep in touch, but also find new sources of support. If you have relatives

in the U.S. you might consider making contact with them before you arrive. You may not think you will need to make new friends, but the first few months after your arrival may be the most challenging after the initial excitement diminishes. Your educational institution will also probably offer you ways to get support and make new friends.

Student Orientation Sessions Most higher education institutions in the U.S. will schedule an orientation session for new students. Often there will be a specific orientation for international students. You should attend this orientation as it will provide valuable information about how the school operates, what may be required in your classes, the regulations for you to maintain your visa status (if you rely on a non-immigrant visa), and the opportunity to meet other students who are new to the school.

This initial introduction to the institution can often give you much frustration later when you may not know where to get answers to the many questions you will have.

International Offices and Advisors Depending on the size of the school, you may find an office or one person, the international advisor, who works primarily with international students. That person can be very helpful in answering many of your questions.

Usually this person will be responsible for signing your documents in order to allow you to reenter the United States and can assist you in many other ways to manage the first few months you are in the U.S. That person can also refer you to other people for particular questions relevant to your studies or act as an advocate when you may face particular academic challenges.

If there is an international office, activities and events may be scheduled throughout the year. Many schools also have international student clubs or groups, as well as student organizations from particular countries. Often these groups will schedule events at the beginning of the academic year to welcome you to the school. These groups are a good way to connect with other people who have gone through the type of adjustment process you may experience.

Academic Support When you are admitted to an institution, you may be asked to schedule an appointment by phone or in person with an academic advisor or another person who will work with you to plan your courses for the first semester, trimester, or quarter of study, depending on the system the institution uses. You should meet with this person because he or she can also be helpful in answering many questions about your studies.

Psychological Counselors/Counseling Centers In the United States, many institutions have therapists who have been trained to work with people having emotional difficulties. A student can make an appointment to meet one-to-one with such a person to discuss the types of challenges they are facing. Such appointments are kept confidential; that is, the fact that a student is seeing a therapist is considered private and not provided to anyone else, such

as parents, teachers, or friends.

The Academic System and Expectations

Academic Credits and Attendance When you looked at the school catalog from the institution you wish to attend, you probably noticed that the total required credits were listed for each degree program. Most institutions in the U.S. are based on a credit-hour system, which means that for each credit hour a student must attend class for a certain number of hours per week.

It is important that you realize that each teacher may choose how he or she wants you to attend class. Attendance is very important, and several absences may result in failure of the class, even if you think you're doing the assignments well. If the class is an independent study course, you and your teacher will most likely discuss how you will meet to discuss your progress.

Student-Teacher Relationships In a class situation, you may find to your surprise that students may interrupt the teacher to ask questions or even disagree with what has been said. The teacher may also encourage students to come to see him/her during office hours.

Such office hours are specific scheduled times when the teacher is available in his/her office to see students needing help. To ask for help or to indicate a lack of understanding is okay and usually not considered an indication that the student is not able or that the teacher has not done a good job.

Class Expectations At the first session of a class, the teacher will often hand out a syllabus, which is a schedule (by course session) of the topics to be covered, the dates of quizzes, examinations, and the assignments you are expected to complete. Students are often expected to make presentations in front of the class, depending on the nature of the class. If you have not had much experience with presenting in front of a group, you may want to let the teacher know or talk to other students about what is expected.

In order to study the material for classes, students often make arrangements with classmates to study together. If you are given a group assignment by the instructor, you will be expected to meet with and contribute to the group. Also, each of you in the group may be expected to present a part of the project to the entire class.

Plagiarism This word refers to the copying of material without making reference to the source of information. When required to do research, you should be very careful to make reference to the source of information you are using. Plagiarizing information can be grounds for failure in the class and, most seriously, expulsion from the school. Ask your teacher for help in referencing your sources correctly. Often educational institutions will have specific offices or departments with centers where people can assist you in reading and understanding material and in completing writing assignments for classes.

Learning English If English is not your native language and you have

been admitted based on your TOEFL score, you may be required to take additional English courses. Students may feel that such English courses are unnecessary and want to get to the courses in their major area of study. However, taking the English classes can help you tremendously in becoming more comfortable with the use of another language, to better comprehend what is going on around you, express yourself verbally, and learn ways to put your thoughts in writing for your major field of study.

Social Interactions

Informality Several generalizations are often used to describe interaction in the United States. One of these is that people are described as being more informal in their way of communicating and behaving. Thorough discussion of this idea of informality would require much more consideration.

Here is just an example. The initial question that people often use to greet people they've met previously is "Hi, how are you?" This greeting is really just a "hello" and not a desire to really find out a lot about how the other person is feeling. This type of greeting does not mean that someone doesn't care about you, but the person may not wait for a response.

Relationships You may be used to people communicating the desire for friendships in a particular way, and the building of relationships may be very important. In the U.S., people may say to you, "Let's get together" or "Let's have lunch." You may think that the person will call you, then not receive any call. If you don't really like to see the person again, it is okay for you to contact that individual. On the other hand, if someone wishes to see you and you are not interested, it is also okay to say, "No, I'm not interested, but thank you for asking."

These are only a few of the many interactions that students say are difficult to understand when first arriving. Various people—the international advisor, other international students, and American students—can provide insight into how to deal with such issues.

In reviewing the areas presented here, remember that you are not alone in this cross-cultural adaptation process. The initial discussion on the concept of "culture shock" showed that theories and models have been developed to define the process you will experience.

One of the biggest challenges for you is to become aware of the issues that will cause you to be disoriented and to develop a way to deal with them. A few have been provided here in order for you to think about how they will impact your cross-cultural transition to the United States. ☺

Safety and Security

▼ ▼ ▼
Dr. Paul Milan
Coordinator, International Studies
Seattle University, WA

The opportunity to study and travel in the United States is definitely an exciting prospect. This feeling of anticipation, however, is sometimes mixed with a sense of apprehension about personal safety in the states. Viewed from abroad, American life is often perceived as unsafe, and this view is further magnified by media coverage which tends to focus on sensational events.

Despite the infrequency of such incidents, it is understandable that an international student may have legitimate concerns about coming to the U.S. Although crime is an unfortunate fact of life in most American cities, there are effective strategies which can make your trip both safe and enjoyable. The reality is that few international students encounter serious problems during their stay in the states. The way to ensure your safety is to become wise to the ways of American streets by using good sense and caution.

The foundation of this "wisdom of the streets" is planning. Even before coming to the states, try to find out as much as you possibly can about the area in which you will be studying. Buy an informative guide and take the time to read about the cities you may want to visit. Also, the universities you are considering are required to publish a security report which can be obtained by writing to the admissions office. Try to learn as much as you can before your arrival in the United States.

Once you arrive in the city where you are studying or visiting, remember security begins at home. Make sure you keep your doors and windows locked. Know who's at your door before you open it. Familiarize yourself as soon as possible with your new surroundings. Most urban areas in the states have certain high-crime areas, so seek out local knowledge as to which neighborhoods should be avoided. Walk around during daylight hours to get a feeling for the area and a sense of direction. Remember to take your address and phone number with you.

At night it's never a good idea to walk alone, travel with friends or in a group. Always know where you're going and how to get there. Try to stay in areas where there are other people and in areas that are well-lit. When you're out at night, learn to become "street wise." Be aware of your surroundings and what's going on around you, trust your instincts, and be ready to act. If you feel threatened, don't hesitate to ask campus security officers or the city police for help.

When you're out and about, don't carry large sums of money, and make sure your wallet or purse is secure. The most common crimes in the states involve theft of unattended property. Use ATM machines during the day, not at

night when there may be fewer people around. Try not to draw attention to yourself by flashing around large sums of money or by wearing expensive jewelry.

In the unlikely event you do become a robbery victim, *do not resist*. Your personal safety and well being are more important than any material possessions. Remember that in most American cities, a phone call to 911 will bring emergency help (if not, there is a often a local police number on any pay phone). For this reason, it's always a good idea to carry a quarter in a place other than your wallet or purse so you can make a call in case of an emergency.

After you start feeling comfortable in your new surroundings and are ready to venture out on public transportation or driving on your own, don't lose your street wisdom at home. If you take the bus, try to sit as close to the driver as possible. If you are in a city served by a subway, choose a car where there are other people—there is always safety in numbers.

Again, avoid taking public transportation alone at night. When traveling by car, keep your doors locked and avoid high crime neighborhoods. When you park your car, make sure that it's in a well-lit place and that it is locked with all valuables stored out of sight. Also, never pick up strangers and never accept rides from strangers. There are a lot of friendly, helpful people in the states, but be cautious. When you meet new people, go slow, make sure that they deserve your trust and confidence.

Remember that part of adjusting to any new culture is going through the process of becoming "street wise." There are risks in coming to the States, but the rewards derived from study and travel in this wonderfully complex country far outweigh the risks in what is for most visitors, a truly exciting and enriching experience. ☺

Using the Telephone

It is generally appropriate to call someone at home between the hours of 10:00am and 9:00pm. Local phone calls from other people's homes is usually okay, as most people pay a set fee for unlimited local calling. However, one should ask permission first, especially before calling any long distance numbers.

To make a local call, simply dial the seven digit number. To dial long distance, you need to dial the three digit area code, then the seven digit local number (in some areas, you need to dial "1" before the area code). To dial another country, dial the country code, then the number. If you have a calling card, there will be a special code to dial or other instructions you will follow before dialing.

Toll free numbers are free of charge and usually have "800" or "888" in place of the area code. To call someone, "collect" means that you are asking the person you are calling to pay for the call.

U.S. Holidays

JANUARY 1—New Year's Day Starting with the night before (New Year's Eve on December 31st), this is a celebration to welcome the new year.

JANUARY (3rd Monday of the month)—Martin Luther King Day This is a holiday commemorating the birthday of Rev. Martin Luther King, Jr. (1929-1968), an African American civil rights leader who received the 1964 Nobel Peace Prize.

FEBRUARY (3rd Monday of the month)—President's Day This day honors past U.S. presidents, commemorating the February birthdays of George Washington (the first president and Commander of the Armies that won U.S. independence) and Abraham Lincoln (the 16th U.S. president who held office during the U.S. Civil War and was known for abolishing slavery).

FEBRUARY 22 (often observed on the nearest Monday)—Washington's Birthday Honors the birthday of the first U.S. president, George Washington.

MAY (1st Monday of the month)—Memorial Day A holiday in remembrance of members of the armed forces killed in war.

JULY 4—Independence Day On July 4, 1776, the Declaration of Independence was signed by thirteen colonies declaring their independence from England and became the first thirteen states of the United States. Fireworks displays mark this holiday.

SEPTEMBER (1st Monday of the month)—Labor Day This is a holiday honoring the contributions and efforts of laborers.

OCTOBER (2nd Monday of the month)—Columbus Day A holiday honoring the landing of Christopher Columbus, traditionally considered the discoverer of America in the West Indies (in the year 1492).

NOVEMBER 11—Veterans Day A holiday in commemoration of the end of World War I and in honor of veterans of the armed forces (the people who served).

NOVEMBER (1st Thursday of the month)—Thanksgiving Day This is a day of feasting and giving thanks for everything. This feast was initiated by the Pilgrims (the first settlers in the thirteen colonies of the U.S.) and the Native Americans (who already lived on the land).

DECEMBER 25—Christmas Day The annual holiday of the Christian church commemorating the birth of Jesus Christ. As Christianity is widely celebrated in the United States, this is a national holiday. Many people exchange gifts with family and friends at this time of year. Some celebrate the night before (Christmas Eve).

Customs

February 14	Valentine's Day. This has become a day to celebrate love, and romances. Valentines, or tokens of love (cards, candy, gifts) are exchanged.
March 17	St. Patrick's Day. Parades and parties mark this day honoring the patron saint of Ireland. ☘
April 1	April Fools' Day. Jokes or tricks are traditionally played on the unsuspecting.
May (1st Sunday)	Mother's Day. As the title suggests, many people choose to honor their mothers on this day with cards, gifts, etc.
June (3rd Sunday)	Father's Day. On this day, many people choose to honor their fathers with cards, gifts, etc.
October 31	Halloween. The eve of All Saints' Day, where in many dress in costume (often scary ones) for parties, and candy is given to children.



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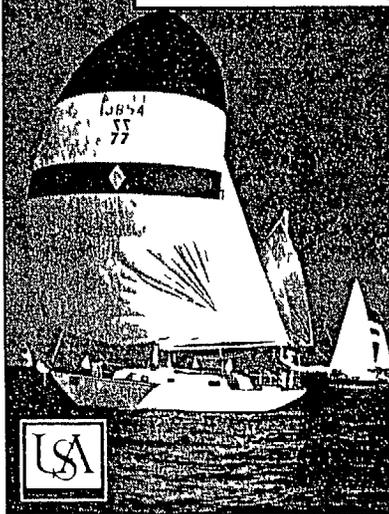
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 Dean of International Studies
 Santa Monica College, CA

First speak with your college's international student office or housing office about the options in your area. Housing for students can be on campus or off campus. On campus housing may be in dormitories or apartments. Off campus housing options may consist of homestay with an American family, specific international student facilities, or apartments in the surrounding campus area. Temporary housing may be found at the local Y or in hostels. Private apartments can be had through direct contact with owners.

Hints for Apartment Seekers

Take your time—Check newspaper classified advertisements (Sunday papers often have the most listings) or drive through neighborhoods looking for rental signs. When you find an apartment, make an appointment with the building manager and inspect the unit in the daytime. Talk with other tenants in the building.

Read any lease carefully—The minimum information a lease or rental agreement should include is rental rate, required deposit, length of occupancy, apartment rules, and termination requirements. Some questions you may want to ask include:

- Amount of rent? What is included in rent? (gas, electric, water, parking, laundry)
- How many persons may occupy the apartment? What is the guest policy?
- When and how must rent be paid each month? Are you allowed to sublet?
- If roommates share the apartment, who is responsible if one should leave?
- Under what conditions are the security or cleaning deposits refundable?
- What is the length of occupancy? What is the landlord's right of entry?
- What are the rules concerning pets, conduct, and recreational facilities?

If corrections or repairs are needed, make the rental contingent upon these corrections and agree upon a completion date. This agreement should be in writing, dated and signed by both parties. All rental agreements or leases should be in writing.

If there is any language you don't understand, ask a reliable person to explain it to you. It is always good to pay rent and other payments by check, not cash. Write the purpose on the face of the check (example: April rent). If you must pay in cash, get a signed and dated receipt from the landlord.

To lease or not to lease—Most apartments are rented under either a lease agreement or a month-to-month rental agreement. A lease is good from a tenant's point of view for two reasons: you are assured that you have the right to live there for a specific period of time, and you have an established rent.

PLEASE NOTE

CUSTOM DECLARATION FORMS ARE REQUIRED FOR
 DUTIABLE ITEMS. RATES SUBJECT TO CHANGE

during that period. Most other provisions of a lease protect the landlord.

Deposits—In a lease or rental agreement, a landlord cannot require a non refundable cleaning or security deposit. Payments called fees may also be subject to this law. A security deposit is often required, but a landlord may keep only those parts of cleaning and security deposits needed to repair damage caused by the tenant to clean the premises or to make up for unpaid rent.

The landlord must return the refundable part of the deposit within two weeks of the time you vacate an apartment. Deductions from the deposit must be itemized in writing. Prepaid rent, such as the first month's rent, which is required by most landlords to be paid before you move into an apartment, may not by law be considered the same as a security deposit. *If you pay a deposit to a landlord to hold an apartment and then you change your mind about moving in, you are not entitled to receive that money back unless it was agreed upon in writing at the time you paid it.*

Apartment sharing—If one roommate leaves without paying his or her share of the rent, the landlord has the right to collect the rent from the remaining tenants. Careful care should be taken to choose roommates who will fulfill their share of the obligation; otherwise you may be obligated to pay their share of the rent.

Right of entry—The landlord has the right to enter the premises at reasonable times to inspect and make repairs. Usually a landlord will not enter your apartment without calling to ask permission or notify you that there is work to be done. To protect you in case of bad circumstances, the law requires that the landlord obtain a judgment from court before entering an apartment when the tenant has broken the lease, and the landlord has a lien (a property claim against payment) on the tenant's personal property.

Repairs—If the landlord fails to make reasonable repairs, the tenant, after repeatedly asking for those repairs in writing, has the option of making the repairs himself, only if the cost does not exceed one month's rent. A landlord may not evict a tenant for a 60-day period after exercising these rights. You may not use this option more than once in any 12-month period. If the repairs which are necessary are extensive and costly, and the landlord refuses to do them after repeated requests, you can leave the apartment without giving 30 days notice.

Damages—If the tenant or guests of the tenant damage the premises, the tenant is responsible for making repairs or replacing the damaged items. The tenant is expected to return the premises to the landlord in the same condition as when received, reasonable wear and tear excepted. Protect yourself from false accusations of damage by going through the apartment with the manager before you move in. Make a list of existing damages, paying attention to appliances, cracked plaster, draperies, carpets, lighting fixtures, etc. Ask the manager to sign and date this list, sign it yourself, and make copies for both of

you to keep.

Subletting—If you have signed an agreement to rent an apartment and then take rent from another person to live in that apartment instead of you, this is called *subletting*. Most often a student would do this if wanting to travel during non-school periods but did not wish to lose the right to live in that apartment when returning. Subletting is only permitted with the landlord's consent. Many landlords do not allow it, and even if you have permission, you are responsible for the rent payment each month, whether or not you collect it from the subletting person.

Be very careful when you choose your subtenant and have him or her sign an agreement which states the rent, the dates of occupancy, and a statement that all damage caused during your absence will be corrected by the subtenant. Get information about this person's family, his workplace, and any thing else that might be helpful if you return to find that he/she has disappeared and left you with unwanted troubles.

Rent—The law states that rent is payable in advance for each rental period. The rent due on the first of the month then is for the month just beginning, not for the month ending. You must pay rent within 10 days of this date, or your landlord has the legal right to begin eviction proceedings. Rents are based on the size of the apartment, the extra features it may have (furniture, appliances, carpet, curtains, etc.) and the quality of the neighborhood.

Choosing a neighborhood—When you look in the newspaper you will find descriptions which can be confusing. Apartment listings are usually organized by neighborhood. You should decide where you want to live before going out to look at potential apartments. When you choose, think about safety, transportation, and if you have no car, be sure that the things you need (shopping, library, post office, etc.) are near enough to reach easily by walking, taking a bus, or riding a bicycle.

If you have a car, check the streets for signs which tell about parking restrictions. Many areas, for example, require a permit for parking on the street. With a car, it is often better to take an apartment which provides parking in the building or behind it than to hope for parking every day on the street. The rent may be more expensive, but otherwise you might pay more in parking tickets received than the extra rent.

If you plan to ride the bus, find out exactly where the nearest bus stop is. Ask the neighbors if it is safe to wait for buses there. It is a good idea to find a bus stop that is well lit by street lights. Take the time to ride the bus to your college or university from the bus stop before you decide to live there. If you must transfer many times, or if the journey is long, think about a different neighborhood. To learn more about the different areas, buy one of the maps available in drugstores, bookstores, and other shops.

Eviction—Without a lease, a tenant has no extended right to stay or to

depend on a rent if. Under some conditions and with proper notice (usually 30 days) a landlord may demand that a tenant leave or that a higher rent be paid in future months.

Giving notice to leave—When you intend to end your tenancy you should write a letter to your landlord 30 days in advance of the time you plan to leave. Include your address, the date of writing the letter and the date you will be vacating the premises. Deliver it in person and ask the landlord to sign and date a copy for your records.

At the time you vacate do not leave anything behind and surrender your keys immediately. Your landlord could be entitled to keep rent money from your deposit for every day that you do not comply with the terms of vacancy. When you vacate you must call each utility company and order the service disconnected or be responsible for usage after you leave. You must give a forwarding address for final bills or go in person to close these accounts.

These tips are general guidelines. Check with your school about any other necessary details about housing in your particular area.

Peaceful Living with Your Roommate(s)

Some tips for happy living include:

- ◎ Communicate! Make ground rules before you move in together. Some possible issues: smoking, buying groceries, pets, overnight guests, taking messages, parties, paying rent and utilities, cleaning, etc.
- ◎ Remember that you share more than just expenses. It might be a good idea to talk with your roommate once a week about how things are going. This may prevent a small irritation from becoming a big issue.
- ◎ It's important that roommates have an understanding of the other's perception of cleanliness. If one is very sloppy and one is very neat, a compromise may be necessary.
- ◎ Set up a system for bill paying and chores. Put it in writing if you feel it is necessary. Decide when and how bills will be paid and divide chores fairly.
- ◎ You may want to decide whether borrowing things from each other is okay and whether one needs to ask in advance.
- ◎ If something is bothering you, talk about it with your roommate(s). Be diplomatic, understanding and patient. Losing your temper could cause permanent damage to the relationship.

Money and Banking

▼ ▼ ▼
Richard Lazarus
Associate Director, International Center
University of Hartford, CT

An important consideration for all international students is what to do about the money they need for tuition and living expenses once they arrive in the U.S.A. Remember, it is virtually impossible to pay for any goods or services in the U.S. with foreign currency. It will be necessary for you to become familiar with the banking system in this country and learn the subtle ways of managing your financial resources.

US Currency

The basic unit of currency in the U.S.A. is the Dollar (\$). All paper money is colored green and is similar in size. The most widely used denominations include the \$1, \$5, \$10, \$20, \$50, and \$100 bill. Coins come in a variety of sizes and denominations including the one-cent coin (a penny), five-cent coin (a nickel), ten-cent coin (a dime), and twenty-five-cent coin (a quarter). There are 100 cents in a dollar.

Banking in the U.S.A.

Throughout the United States, you will find banks which provide a variety of services to meet your specific needs. These services include checking and savings accounts, traveler's checks, credit cards, money orders, safe deposit boxes for valuables, and more. A major consideration in choosing your bank should be location. You should look for a bank which is near your residence or school, offers convenient business hours, pays favorable interest rates on your accounts, and has conveniently located Automated Teller Machines.

It is also very easy to open a bank account in the U.S. Typically, you must provide a local address, your student identification card or Social Security card, your passport, and the money you wish to deposit.

Many universities and colleges have banks located on their campus. You may find it easier to open a new bank account there. Often, they are more willing to open a new account using your school-issued student identification number. Banks located off-campus will require a U.S. Social Security number to open an account, which may delay your ability to deposit money you have for your tuition and living expenses.

Most commercial and savings and loan banks insure customer deposits up to \$100,000. This insurance is provided by the Federal Deposit Insurance Corporation (FDIC), an agency of the U.S. federal government. When selecting a bank, be sure that it is FDIC insured.

Checking Account

The easiest way to manage your finances is through the use of a checking account. A checking account allows you to deposit money, then write a check against your account to pay for services and purchases you have made. When you open a checking account, you will receive a checkbook with your name, address, and account number printed on it.

Your checkbook will also contain a financial ledger which is used to maintain a record of your transactions. Depending on the bank and the type of account you have selected, you may be charged a service fee for having a checking account. In many instances, this fee may be avoided by maintaining a specified minimum amount of money in your account(s).

To help you balance your checking account, your bank will mail to you a printed statement of your account activity for the previous month. Be sure to compare this monthly statement with your check ledger for discrepancies. If there is a question regarding your account, notify your bank immediately.

While a checking account offers you a convenient and easy method to make payment for goods and services, its use does require a degree of responsibility on your part. In particular, you must be careful to avoid "bouncing" a check. A "bounced" check is one that you have written for more money than you have available in your account.

Most banks and many businesses will assess a high service fee for a bounced check, which may result in a negative credit rating for you. Remember it is illegal to *deliberately* bounce a check in the U.S.

Savings Account

Opening a savings account with your bank is another way to keep your money safe yet accessible. Most banks offer a variety of savings accounts including passbook, statement, money market, and holiday accounts. Savings accounts are typically used when you have money that is not needed for short-term expenses. Savings accounts usually earn more interest than money deposited in a checking account. Interest rates offered by banks on savings account deposits vary widely. It is smart to shop around and compare interest rates at several banks before opening a savings account.

Traveler's Checks

The most widely accepted, convenient, and safe form of currency exchange is the traveler's check. They are issued by most banks and are accepted almost everywhere. Traveler's checks come in a variety of denominations ranging in value from \$10 to \$100. They are not expensive to purchase and can be readily replaced if lost or stolen. To redeem or "cash in" a traveler's check, you will have to present valid identification which may include your passport, a driver's license, student ID, or credit card.

Credit Cards

Credit card use in the U.S. is so widespread that it may be difficult to carry out certain transactions (such as renting a car, securing telephone service, or buying airline tickets) without one. Credit cards offer a convenient method to pay for goods and services without using cash. Be certain, however, to use it with great care and treat it as you would cash.

If the card is lost or stolen, report that loss to the company immediately or you could be responsible for paying for purchases made by someone else. Read your credit card contract carefully before signing an agreement and become familiar with the regulations and procedures of your credit card company or bank. Remember if you purchase goods or services on credit, you are in fact "borrowing" the money from your lender and will be charged a significant rate of interest on your purchases.

ATM Machines

Most banks operate Automated Teller Machines (sometimes called ATM or MAC [Money Access Center] machines). These machines make it possible for customers to deposit, withdraw, or transfer funds conveniently even when the bank is closed. You will find ATM machines in banks, shopping malls, and other convenient locations. Be certain you understand your bank's ATM system and policies and are familiar with the fees your bank may charge for using this service.

When you open an account with a bank that operates an ATM system, you will be issued a plastic ATM service card. You will be assigned a personal code (PIN number) which identifies you as a bank customer. *Never* give anyone your personal code.

Transferring Funds From Home

There are a number of ways to transfer funds from your country to the United States. Many students will "hand carry" a bank draft for their tuition and living expenses. Others, once established here, will have a draft forwarded through the mail. Still others will have their funds transferred electronically to either their personal bank account or a university student account.

Wiring funds directly to your student account is the most convenient method of transferring funds to pay for your tuition and on-campus living expenses. You will need to provide your sponsor with the exact transfer requirements, which should be available through your school's International Student Office or finance office.

Most banks and schools will also assist you in cashing your bank draft. It may take up to three weeks before your draft is cleared and funds are made available to you. To help move this process quickly, it is suggested that you have your bank draft written by a U.S. bank in your country or have your bank

issue a draft to a U.S. bank with an office in a large city near your school or residence.

Some Words of Caution

- Do not carry large amounts of cash with you
- Do not send cash through the mail. Use money orders or certified checks.
- Protect your credit card and ATM card and do not share your PIN (access code).
- Keep to your financial budget.
- Transfer funds from home in advance of your needs.
- Know the requirements of your government or home bank regarding fund transfer.
- Carefully read all financial documents and contracts before you sign them.
- If you have a checking account, keep accurate records of all transactions.

One way to spend your money—CLOTHING!

Women's clothing

<i>Dresses</i> — Petite (under 5 feet 5 inches)	<i>Dresses</i> — Misses (over 5 feet 5 inches)
USA 3 5 7 9 11	USA/England 8 10 12 14 16
England 5 7 9 11 13	European 34 36 38 40 42

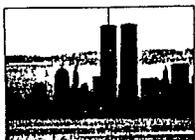
Men's clothing

<i>Shirts</i>	<i>Coats</i>
USA/England 14 15 16	USA/England 36 38 40 42 44
European 36 38 40	European 46 48 50 52 54

Jants/Trousers are sold by waist and inseam measurement (inches)

Shoe sizes—Ask a salesperson to measure your foot to determine your correct shoe size

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For further information, call or write:
Pace University Student Information Center, 1 Pace Plaza
New York, NY 10038-1598 USA
(212) 346-1927 extension 1519

Facsimile (212) 346-1821

Internet e-mail: infoctr@ny027.wan.pace.edu
(please include ext. 1519 in your e-mail message)

Health Care and Insurance

Thomas W. Lord III, CLU, ChFC, CLBS
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One of the first things that a person living in a new country should learn is how to access the local health care system. The ideal time to acquire this knowledge is before it is needed.

The health care system in the United States is one of the best (and one of the most expensive) in the world. Quality health care is available everywhere in the country from a variety of sources. Knowing proper procedures and the appropriate place to go for getting different kinds of care can save a student significant amounts of time and money.

RECEIVING CARE

There are four places where students normally receive initial care. A brief description and the appropriate times to use each of these are discussed below.

- 1 Student Health Care Center or Infirmary** Most schools have one of these. The level of care available ranges from clinics offering basic first aid and treatment of minor ailments to sophisticated multi-doctor primary care centers offering x-rays, laboratory tests, prescription drugs, and access to specialists in a number of medical fields. Care received here is normally inexpensive and often free. This is the first place that a student should go for medical care except in the case of emergencies that need immediate attention.
- 2 Doctor's Offices** Most doctors in the United States see non-emergency patients in their offices. An office may consist of a single doctor or a large group of doctors. Advance appointments are usually required, but doctors will try to make time to see a patient on short notice if care is needed. A phone call to the office (rather than just walking in) is appropriate. Doctors who provide general care are called by many names such as Family Doctor, General

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Practitioner and Internist Doctors who specialize in female exams and treatment are called gynecologists

3 Minor Emergency Clinics These clinics are known by a variety of different names, most of which don't use the words "minor emergency." They can often be identified by advertisements stating "no appointment needed" and by their hours of operation. (They are usually open long hours, including weekends and holidays.) These clinics treat non-life-threatening accidents and illnesses. They are usually more expensive than doctor's offices, but less expensive than hospital emergency rooms.

4 Hospital Emergency Rooms This is the first place you should go if you have a serious emergency, and the last place you should go with a minor accident or illness. Hospital emergency rooms are set up to treat life-threatening emergencies. Many patients arrive by ambulance. The most serious cases get top priority. Patients using hospital emergency rooms for minor illnesses often experience long waits for attention. This is also usually the most expensive place to receive care.

HOW TO PAY FOR HEALTH CARE

Because health care for a major accident or illness can cost thousands or even hundreds of thousands of dollars, most Americans have health insurance to help pay these costs. This insurance is often provided by employers as an important part of an employee's compensation. The U.S. Government provides insurance coverage for low-income individuals.

International students are expected to be responsible for the expenses that they incur while in this country. To make sure that financial resources are available to pay for health care treatment, the U.S. government requires that holders of J visas have health insurance coverage. Proposals to extend this requirement to holders of F visas are currently being evaluated and may be in force by the time you read this article.

HEALTH INSURANCE BASICS

Acquiring detailed understanding of health insurance is difficult, even for Americans. What follows is an explanation of some basic insurance terms and some suggestions about where to go to get further information.

Definitions

Plan Maximum This is the maximum amount of money that the insurance company will pay for covered medical expenses. This may be an overall maximum or an amount for each accident or illness.

Deductible This is the amount that the insured person must pay before the insurance company starts paying. This may be an annual amount or an amount for each accident or illness.

Co Insurance This is the percentage that the insured person pays (if any) after the deductible is paid. Example: Co Insurance = 20%. Insurance company pays 80% of the charges. Insured person pays 20%.

Stop Loss This is the maximum amount of co insurance that an insured person is required to pay. Example: Insured person is required to pay 20% of the first \$5,000 of expenses. Stop Loss = \$1,000 (plus deductible).

What is Covered

Expenses These are the expenses an insurance company will consider for payment. These normally include expenses for surgery, hospitalization, doctors' services, x-rays, laboratory tests, prescription drugs, and other treatments. Some of these expenses may be limited by the insurance contract.

Exclusions These are the expenses that the insurance company will not pay. Examples include expenses resulting from illegal drug use, from conditions which existed prior to the purchase of the insurance, from participation in various dangerous activities, from participation in certain types of sports, etc. Most insurance contracts have many of these exclusions. *It is important to read brochures carefully.*

Premiums This is the amount that you pay to purchase the insurance coverage. Premiums may be paid annually, monthly, quarterly, or by semester, depending on the insurance contract.

Repatriation

Benefit This benefit pays the cost of preparing and returning the body of a student who dies to the student's home country.

Medical Evacuation Benefit This benefit pays the expenses for returning an injured or ill student home or transporting the student to a place where appropriate medical care can be obtained.

WHERE TO GET INSURANCE

Most schools offer a health insurance plan. These plans can be excellent, okay, or not very good. There are a number of companies that offer insurance plans designed especially for international students. Again, the quality of these plans varies significantly. The best place to get advice is from the International Student Office at your school.

Another good source of information is other international students, especially students who have had experience with insurance claims.

SUMMARY - ACTION PLAN

- ✓ Locate your Student Health Center or Infirmary and find out what services are offered.
- ✓ If your Student Health Center or Infirmary doesn't have doctors,

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available. Locate a local doctors office. The Infirmary or your International Student Advisor will be good sources of information about doctors in the area.

- ✓ Check to see if an extended hour minor emergency clinic is nearby. These can be useful if you need care at night or on weekends.
- ✓ Locate the nearest hospital emergency room for use in serious emergencies. If you need an ambulance in most areas you can dial 911 on the telephone. In the areas where 911 service is not available dial a local emergency number or 0 for the operator.
- ✓ Get insurance coverage. Check out the plan offered by your school. Get advice from your advisor and check with other students.
- ✓ Study your insurance plan and get familiar with rules and requirements.
- ✓ If you need to get medical treatment and are worried about your English skills, take a friend or get help from the International Student Office. *Communication is very important.*
- ✓ Have a happy and healthy stay in the United States. With a little luck you won't have to use any of this information! ☺

Thinking Differently

The U.S. value system may differ from that of your own country or other countries that you have experienced. Some of these differences may include:

- **Classrooms** You may notice that your U.S. professors may be more casual and friendly than expected. Many professors expect students to challenge them and to engage in intellectual debate. Most will not hesitate to admit that they may not know the answer to a specific question.
- **Friendships** Making friends quickly (but superficially) is a survival skill in the United States because the society is mobile. Few people are born, live and die in the same place.
- **Importance of the individual** Pride in independence and individualism can lead to behavior that could be viewed as egotistical and insensitive if you are from a society that values community higher than the individual. The U.S. academic system reflects this in that students compete with each other. You will also see a strong sense of privacy, both in space and time.
- **Time** Being on time is highly valued because people in the U.S. lead very hectic lives. Even recreation time is scheduled and filled with activities.
- **Lack of knowledge about other countries** As the U.S. is a superpower, some people may feel no need to be knowledgeable about other countries. A contributing factor is the size and geographic isolation of the United States that sets it apart, unlike the European countries, for example.
- **Acceptable behavior in public** Sometimes people's hectic schedule requires them to do things that may be considered ill-mannered in other societies. For example, you will see people eat while walking or driving in a car. You will also see public displays of affection.

Employment Options

*Jine S'lo ski Deva ez
Internat'ul St'le it A'l is ig
St. J'hn's Univ'rsity NY*

International students in F-1 status have employment benefits which permit them to work in the United States. These benefits or types of employment may be limited or require authorization by the U.S. Immigration and Naturalization Service, however, so it is not wise to count on getting a job when planning a budget for studying and living in the United States.

Employment is defined as any work you do or any services you provide in exchange for money, tuition fees, books, room, food or anything else. The opportunities for F-1 student employment are as follows:

ON CAMPUS EMPLOYMENT

What is on campus employment? On campus employment is work you do on the school's premises. It can include working in an office for a professor in a laboratory or for a private company located on campus that serves students at your school—such as the cafeteria or bookstore.

Sometimes there are jobs available at off-campus locations which are educationally affiliated with your school and are considered to be on-campus work.

Do I have to apply for permission or authorization to work on campus? No! As long as you are maintaining your F-1 student status you are authorized to work on campus.

How much can I work? You can work part time up to a maximum of 20 hours a week when school is in session. During summer and other vacation periods you can work full time (about 35-40 hours a week).

How do I find a job on campus? Contact your school's personnel office or foreign student adviser for more information. At many schools there are not enough jobs available for everyone who wants one. Jobs are often assigned based on your availability (class schedule) as well as your qualifications.

OPTIONAL PRACTICAL TRAINING (OPT)

What is Optional Practical Training (OPT)? OPT is work which enables you to gain a maximum of 12 months of professional work experience in your major field of study before or after completion of your program of study. This type of employment is not available to students in intensive English programs.

Do I have to apply for OPT work authorization? Yes. OPT must be recommended by your foreign student adviser and authorized by the U.S. Immigration Service before you can work. *How do I apply for it?* You can apply for OPT after you have been a full-time student for nine months. See

your foreign student advisor for information about how to apply

How much can I work on OPT? You can work part time (less than 20 hours a week) while school is in session. Some students apply for OPT during vacation periods or breaks and work full time. At the bachelor's, master's and doctoral level OPT can be used full time or part time while working on a thesis or dissertation after course work is finished. OPT can also be used for full time employment after completion of the program of study.

The 12-month OPT benefit is for the duration of F-1 status. That means that while you are in F-1 student status the total amount of OPT you can have for all your programs of study is 12 months.

Part-time employment is deducted at one-half the full-time rate. For example, four months of part-time employment is deducted as two months from the total 12-month benefit.

How do I find an OPT job? Your career center on campus can help you prepare for a job search and help you find a part-time or full-time job in your field of study. Your academic advisor can also give you some suggestions.

CURRICULAR PRACTICAL TRAINING (CPT)

What is Curricular Practical Training (CPT)? If you attend a school that has a cooperative education program that requires you to work in your major field of study or that has internship programs as part of your educational program, you can get Curricular Practical Training (CPT) employment.

Do I have to apply for CPT work authorization? Yes. Your foreign student advisor must authorize your CPT employment upon the recommendation of your academic advisor before you can work. **How do I apply for CPT?** If you are a graduate student, you can apply for CPT whenever your program requires it. If it is not required or if you are an undergraduate, apply after you have been a full-time student for nine months.

How do I find CPT? Look in your college catalog or talk to your academic advisor about cooperative education, work-study or internship programs in your major. CPT is usually arranged by your academic advisor or the cooperative education office at your school.

How much can I work on CPT? Some curricular training jobs are full-time and others are part-time, depending on the CPT programs in your school. There is no limit on the amount of curricular practical training but if you use more than 12 months during all of the programs you pursue in the U.S., you will not be eligible for Optional Practical Training.

SEVERE ECONOMIC HARDSHIP EMPLOYMENT

What is Severe Economic Hardship Employment? Sometimes students have serious, unexpected financial problems after they have begun their studies that are beyond their control. The Severe Economic Hardship Employ-

ment benefit allows these students to work off-campus in any kind of job.

Do I have to apply for Hardship Employment Authorization? Yes. Hardship employment must be recommended by your foreign student advisor and authorized by the U.S. Immigration Service in order to work. **How do I apply for it?** You can apply for hardship employment after you have been a full-time student for nine months and can prove that you have unexpected financial problems. Employment authorization must be renewed annually. See your foreign student advisor for more information.

How much can I work on Hardship Employment? You can work part-time (less than 20 hours a week) while school is in session. During summer or other vacation periods you can work full-time.

How do I find Hardship Employment? Your career center on campus can help you prepare for a job search and help you find a job off-campus.

INTERNSHIP WITH AN INTERNATIONAL ORGANIZATION

What is an Internship with an International Organization? This is employment that is performed for a recognized international organization such as the United Nations.

Do I have to apply for work authorization? Yes. See your foreign student advisor for more information.

How do I find this type of work? Contact the international organizations you would like to work for directly.

How much can I work? There is no limitation on how much you can work.

Note: This article deals only with employment guidelines for F-1 students. If you have a different visa or need more specific information, be sure to ask an advisor about your particular employment options.

THINGS YOU SHOULD KNOW

Daylight Savings Time—Clock times change for most states in the U.S. twice a year. During winter months, clocks are set one standard time, but during the summer months (when days are longer), clocks are moved ahead one hour. Clocks are moved back again for the winter. The time changes are official at 2:00 am EST. On the first Sunday in October, move clocks back one hour. On the first Sunday in April, move clocks ahead one hour.

Time Zones—The U.S. is divided into four time zones: Eastern (eastern states), Central (midwest and central states), Mountain (southwest and west states), Pacific (west coast states). Each zone has a one-hour time difference from the one next to it. For example, when it is 4:00 pm in the Eastern time zone, it is 3:00 pm in the Central, 2:00 pm in the Mountain, and 1:00 pm in the Pacific zone.

Conversions

1 inch = 2.54 centimeters	1 kilogram = 2.2 pounds	1 liter = 1.057 quarts
1 foot = 0.3048 meters	1 quart = 0.946 liters	1 gallon = 3.785 liters
1 mile = 1.609 kilometers	1 pound = 0.453 kilograms	1 liter = 0.264 gallons

26

Your Tax Obligations

Don't Worry About CIA
Small Business Concerns and Tax Practice
in the U.S.

Note The following information is directed towards those individuals who are temporarily in the United States as a student with a valid visa

Some frequently asked questions of non residents studying within the United States

Q Must I file a U.S. tax return even if I received no income? *Yes, the Internal Revenue Service (IRS) requires non resident aliens to file a U.S. tax return even if no taxable income was earned*

Q What form do I use to file my tax return? *If you are not a U.S. citizen and are in the U.S. on a visa for the purpose of obtaining an education you will need to use Form 1040NR (non resident)*

Q Where do I get a Form 1040NR? *If you do not receive a Form 1040NR through the mail directly from the IRS one can be obtained from either your university's International Student Association office or the local post office or you can call the IRS at 1 800 Tax Form (829 3676)*

Q What is the 1040NR filing deadline? *Your completed Form 1040NR must be mailed by April 15 of the year following the calendar year end*

Q What types of income do I have to pay U.S. taxes on? *In general a non resident alien filing Form 1040NR is taxed only on their income from sources within the U.S. and on certain income connected with the conduct of a trade or business in the U.S. Common examples of taxable income*
Wages salaries tips earned in the U.S. (Reported on Form W 2)
Interest dividends rents royalties etc from U.S. sources (Form 1099)
Scholarships grants and fellowships (Reported on Form 1042S)
Scholarships grants and fellowships are generally taxable in the U.S. if

1 The receipt represents payment for services such as teaching research or other services which are required as a condition for receiving the scholarship or fellowship This is true even if some or all of the receipt comes in the form of a tuition or fee reduction

2 The scholarship grant or fellowship is received from a U.S. source and requires its use (or is otherwise used) for purposes such as room and board or travel

Scholarships grants and fellowships are generally non taxable in the U.S. if the receipt does not represent payment for services and one of the following apply

1 The scholarship grant or fellowships are applied to or used for tuition and fees required to enroll in or attend an educational institution or fees books supplies and equipment that are required

at the educational institution for the courses of instruction

2 The scholarship grant or fellowship is non taxable even if used for purposes such as room and board or travel if it is from a non U.S. source

Please refer to IRS Pub 519 U.S. Tax Guide for Aliens and Pub 520 Scholarships and Fellowships for more information

Q I understand that my home country may have signed a tax treaty with the United States that may allow me to exclude certain types of income or pay reduced tax rates. Is that correct? *Yes, the United States has entered into tax treaties with many other countries. These tax treaties may allow you to pay less tax in the form of lower U.S. tax rates or an exemption of certain types of income. It should be noted that the provisions of a tax treaty with one nation will not be the same as those with another nation. Refer to IRS Pub 901 U.S. Tax Treaties in order to determine if your home country has entered into a tax treaty with the U.S. and the specific provisions. Also, if you are entitled to a tax treaty benefit which allows you to claim an exemption from withholding of tax by your employer, you should complete Form 8233 and an exemption statement. Both Form 8233 and the exemption statement should be given to your employer prior to starting work. See IRS Pub 519 for the standardized exemption statement to be attached.*

It is very important that a non U.S. citizen attending an educational institution within the U.S. save and keep tax information such as scholarship fellowship and grant receipts as well as documents showing payment for books tuition and university fees. In addition receipts for charitable contributions employee expenses that had not been reimbursed day care expenses for children and the like should be saved because you may be eligible to use these expenses as deductions on your U.S. income tax return which will lower your payment of taxes. IRS Pub 519 contains greater details about what a non resident alien can and cannot deduct.

YOU SHOULD ALWAYS KEEP COPIES OF ALL MATERIAL SENT TO THE IRS AS THIS INFORMATION MAY AFFECT YOUR IMMIGRATION STATUS UNDER CERTAIN CIRCUMSTANCES. Not filing tax returns or filing them incorrectly could result in severe interest and penalties. It could also impact applications for permanent residency or work visas.

USEFUL SOURCES OF TAX INFORMATION

Form 1040NR and instruction booklet	Pub 519 U.S. Tax Guide for Aliens
Pub 901 U.S. Tax Treaties	Pub 513 Tax Information for Visitors
Pub 520 Scholarships and Fellowships	Pub 515 Withholding of Tax - Non Resident Aliens
Internal Revenue Service Call 1 800 829 1040 for the Technical Service Division and 1 800 829 3676 for ordering forms and booklets only	

Please be aware that U.S. tax laws change frequently. The information here is very basic, but it is also subject to change. Contact the IRS for the most up to date information.

Sources of Information



INTERNATIONAL STUDENT AND RESEARCH ORGANIZATIONS

Africa in America Institute
833 United Nations Plaza
New York, NY 10017
212 919 5666

AMIDEAST Information Services
1730 M St. NW Suite 1100
Washington, DC 20036
202 776 9600 Fax 202 776 7000
E-mail: inquiries@amideast.org

Web site: www.amideast.org
AMIDEAST is the largest U.S. non-profit education organization operating in the Middle East and North Africa. Their mission is to encourage the understanding between the peoples of the United States and the Arab world. AMIDEAST hosts a Web site with comprehensive information on academic study abroad opportunities in the Middle East and North Africa.

The Asia Foundation
465 California St.
San Francisco, CA 94104
415 982 4640 Fax 415 392 8863
Web site: www.asiafoundation.org

China Human Resources Group
29 Airpark Road
Princeton, NJ 08540
609 683 4521 Fax 609 683 9670
E-mail: CHRG@juno.com

This organization assists investors with start-up projects in China and recruits individuals placing them in a broad range of management and technical positions with China-related businesses in China and other countries.

Education Credential Evaluators Inc.
PO Box 92970
Milwaukee, WI 53202 0970
414 289 3400 Fax 414 289 3411
E-mail: Eval@ecc.org
Web site: www.ecc.org

A private non-profit organization serving persons coming to or residing in the U.S. who have completed part or all of their education in other countries. ECE evaluation reports identify the U.S. equivalents of foreign education credentials. These are used for further education, immigration, employment, professional licensure, etc. ECE also provides training in the international admissions field and publishes a series of reference books.

Foreign Student Service Council
1930 15th Street NW #21
Washington, DC 20009
202 232 4979 Fax 202 667 9305
E-mail: Issc@clark.net

A private non-profit organization providing services to international students living in or visiting the nation. Services include information on housing, financial aid, immigration work and travel home (Days with America in Families (days once no fee required), holiday visits, an international student speakers bureau, excursion, social events, four day graduate level International Leadership Workshops in the U.S., government and international trade and business, and special programs for Fulbright and other sponsored students. Hours: Monday through Friday 9:30 am - 5:00 pm.

Publications
Foreign Student Service Council Newsletter
Financial Aid Information
Washington, DC International Student Handbook

Immigration and Naturalization Service (INS) 1 800 755 0777
To find out the location of the nearest INS office, call the toll free number listed above and press 7 after message begins.

Institute of International Education (IIE)
809 United Nations Plaza
New York, NY 10017
212 883 8200
IIE has a reference library with a wealth of information about scholarships and study in the U.S. It also provides visa services for some students.

International House
500 Riverside Dr.
New York, NY 10027
212 316 8400

International House—Philadelphia
3701 Chestnut Street
Philadelphia, PA 19104
215 387 5125 Fax 215 895 6535
Web site: www.libertynet.org/~ihouse
International House is a residence for U.S. and international students from universities and professional training programs who are interested in living in a multi-cultural community.

International School Services (ISS)
PO Box 5910
15 Roszel Road
Princeton, NJ 08543
609 452 0990 Fax 609 452 2690
E-mail: issclass.edu
Web site: www.iss.edu

Founded in 1955, ISS provides a variety of services for international school and offers extensive consulting services for companies with operations throughout the world. ISS responds effectively and efficiently to the educational needs of students living abroad, whether in sophisticated cities or remote rural areas.

International Student House
1525 R Street NW
Washington, DC 20009
202 357 6445 Fax 202 357 4115
Promotes international understanding. It has an extensive program of academic, cultural, social and recreational activities.

NAISA Association of International Educators
1875 Connecticut Ave. NW Ste 1000
Washington, DC 20009
202 462 4811 Fax 202 667 3419
Web site: www.naisa.org

NAISA Association of International Educators is the largest membership organization concerned with the advancement of international education. The association serves over 7,000 individuals and institutions. Its members include colleges and universities that enroll 90% of the post-secondary international students in the United States.

Members of NAISA are foreign student advisor, international admission officer, ESL teachers and administrators, study abroad administrators, overseas education advisors, community support groups, and sponsored program administrators. The Association provides professional development training for international program and community-related content material to admission counselors.

National Council for International Visitors (NCIV)
1420 K Street, N.W. Ste. 800
Washington, DC 20005
202 842 1411 Fax 202 259 4625
E-mail: nciv@nciv.org
NCIV is a national community organization that provides a variety of services to international students and professionals through professional and non-profit exchange. NCIV offers a variety of exchange programs from individual and family travel to the U.S. for more than 50 years. United States Agency for International Development (USAID) and other programs. In addition, NCIV works closely with private industry, foreign embassies and non-university and NGOs.

NCIV also provides a variety of information on U.S. entry requirements, visa applications, and other information. For more information, contact NCIV at 1420 K Street, N.W., Ste. 800, Washington, DC 20005. Telephone: 202 842 1411. Fax: 202 259 4625. E-mail: nciv@nciv.org

Partners for International Education & Training (PIET)
2000 M St. N.W. Ste. 650
Washington, DC 20036
202 429 0810 Fax 202 429 8764
PIET is a USAID contractor, place & monitor participant training programs in the U.S. (both academic & technical) for USAID funded participants from developing countries. PIET does not provide funding for participants.

The Rotary Foundation
1560 Sherman Avenue
Evanston, IL 60201
708 866 3000
Scholarships for foreign students worldwide.

School for International Learning/Admissions c/o World Learning
Kipling Rd. PO Box 676
Bristolboro, VT 05302 0676
802 257 7751 Fax 802 258 3500
Web site: www.worldlearning.org/sit.html
Active in international exchange programs since 1939, they operate the School for International Training on the Undergraduate and Graduate levels as well as Intensive English language training.

Teachers of English to Speakers of Other Languages (TESOL)
1118 22nd Street #205
Washington, DC 20037
703 836 0774

Half Price Hotel Programs

Entertainment Publications
1 800 477 3234

Great American Travelers

1 800 548 2812

Membership entitles you to discount on thousands of U.S. hotels at certain times of the year. Member ship runs from \$22 to \$100.

Bus Lines

Greyhound

1 800 231 2222

Railway

Amtrak

1 800 523 8720

Vacation/Travel Information by State

Alabama 800 ALA BAMA

Alaska 907 465 2012

Arizona 602 230 7733

Arkansas 800 643 8383

California 800 862 2543

Colorado 800 433 2656

Connecticut 800 CT BOUND

Delaware 800 441 8846

District of Columbia 202 789 7000

Florida 904 487 1465

Georgia 800 VISIT GA

Hawaii 808 923 1811

Idaho 800 635 7820

Illinois 800 223 0121

Indiana 800 289 6646

Iowa 800 345 IOWA

Kansas 913 296 2009

Kentucky 800 225 8747

Louisiana 800 334 8626

Maine 800 533 9595

Maryland 800 543 1036

Massachusetts 800 447 MASS

Michigan 800 543 2Y15

Minnesota 800 657 3700

Missouri 573 751 4133

Montana 800 541 1447

Nebraska 800 228 4307

Nevada 800 NE VADA 8

New Hampshire 603 271 2666

New Jersey 800 JI RSE Y7

New Mexico 800 545 2040

New York 800 CALL NYS

North Carolina 800 VISIT NC

North Dakota 800 437 7077

Ohio 800 BUCKEYE

Oklahoma 800 652 6552

Oregon 800 547 7842

Pennsylvania 800 VISIT PA

Puerto Rico 800 223 6350

Rhode Island 800 556 2484

South Carolina 803 734 0235

South Dakota 500 843 1930

Tennessee 615 741 2159

Texas 800 888 8TEX

Utah 801 538 1030

Virginia 800 VISIT VA

Virgin Islands 809 774 8784

Vermont 802 828 3236

Washington 800 544 1800

West Virginia 800 225 5982

Wisconsin 800 432 TRIP

Wyoming 800 225 5996

Other Web Sites of Interest

www.travelocity.com/hostels/pages/

www.etsi.org

www.cmbp.org

www.usdoj.gov/ins/index.html

www.hc.or

www.irs.us/tc/is/lov

www.nifti.org

www.undep.org/unlinks.html

travel.state.gov

www.usit.gov

www.worldwide.edu

American Youth Hostels

Educational Testing Service

The Embassy Place

Immigration & Naturalization Service

Institute of International Education

Internal Revenue Service

NAFSA Association of International Educators

The United Nations

Bureau of Consular Affairs

United States Information Agency

Worldwide Classroom



To receive information about any of the programs in this guide or other U.S. colleges and universities, complete this card and mail it to the college/university of your choice. Please make photocopies of this card to use for mailing other requests for information.

Name _____

Address _____

Most recent place of study _____

Most recent qualification or degree _____

Exams taken & scores received _____

- I am interested in
- Intensive English Language Program
 - Undergraduate Program
 - Graduate Program

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- Visual Arts



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Tel () _____ HS Grad YR _____

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29

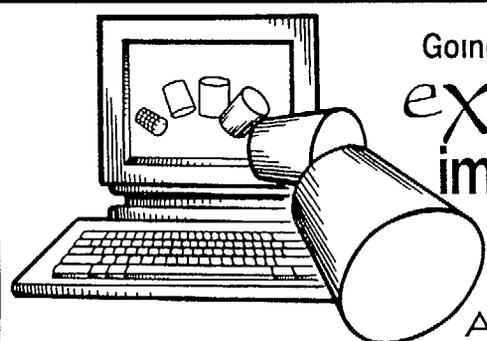
Address _____

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 Here

GEORGIA 800 VISIT GA
 Hawaii 808 923 1811
 Idaho 800 635 7820
 Illinois 800 223 0121
 Indiana 800 289 6646
 Iowa 800 345 IOWA
 Kansas 913 296 2009
 Kentucky 800 225 8747
 Louisiana 800 334 8626
 Maine 800 533 9595
 Maryland 800 543 1036
 Massachusetts 800 447 MASS
 Michigan 800 543 2YFS
 Minnesota 800 657 3700
 Missouri 573 751 4133
 Montana 800 541 1447
 Nebraska 800 228 4307
 Nevada 800 NEVADA 8
 New Hampshire 603 271 2666
 New Jersey 800 JERSEY 7
 New Mexico 800 545 2040
 New York 800 CALL NY5
 North Carolina 800 VISIT NC
 North Dakota 800 437 2077

www.irs.ustris.gov
 www.nls1.org
 www.undep.org/unlinks.html
 travel.state.gov
 www.us11.gov
 www.worldwide.edu

American Youth Hostels
 Educational Testing Service
 The Embassy Page
 Immigration & Naturalization Service
 Institute of International Education
 Internal Revenue Service
 NAFSA Association of International Educators
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 Bureau of Consular Affairs
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 Tel () _____ HS Grad YR _____

Two Year Associate
 of Arts Degree

AMIDEAST Headquarters
1730 M Street NW, Suite 1100
Washington DC 20036-4505
Telephone 202 776 9600
Fax 202 622 6563
E mail inquiries@amideast.org

Country Offices

BAHRAIN—Manama

Telephone 973 722 898
Fax 973 720 358
E mail bahrain@amideast.org

EGYPT—Cairo

Telephone 20 2 355 3110 354 2726 354 1300 356 4332
Fax 20 2 355 2946
E mail egypt@amideast.org
Erin H. Adams, Center—Alexandria
Telephone 20 3 482 9091
Fax 20 3 483 3811

JORDAN—Amman

Telephone 962 6 624 495 623 241
Fax 962 6 659 129
E mail jordan@amideast.org
British Advising Center—Yarmouk University Irbid
Telephone 962 2 271 100 ext 2955

KUWAIT—Jahira

Telephone 965 532 7794 7795 531 0738
Fax 965 532 7796
E mail kuwait@amideast.org

LEBANON—Amherst

Telephone 961 1 411 676 961 1 410 438
Fax 961 1 411 615
E mail lebanon@amideast.org
Tel Aviv Center
Telephone 961 1 345 341 350 332 340 137

MOROCCO—Fes

Telephone 212 7 724 000 726 230
Fax 212 7 70 51 27
E mail morocco@amideast.org

SYRIA—Damascus

Telephone 963 11 333 4801
Fax 963 11 333 4801
E mail syria@amideast.org

TUNISIA—Tunis

Telephone 216 1 790 559 790 563
Fax 216 1 791 913
E mail tunisia@amideast.org
Tel Aviv Center

Telephone 972 2 227 346
Fax 972 2 227 3206
E mail westbank@amideast.org
Tel Aviv Office—Tel Aviv
Telephone 972 869 338 861 999
Fax 972 7 661 669

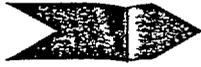
YEMEN—Sana'a

Telephone 967 1 203 588
Fax 967 1 416 975
E mail yemen@amideast.org

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AMIDEAST provides information on tests, registration forms, and preparation materials



If I need more help to find the right U.S. college or university for me, what can I do?



To help you make your choice, AMIDEAST offers individual consultation services



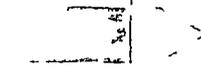
What if I need help with some important detail—for example, certifying my academic records or getting information to the United States quickly?



AMIDEAST can help with all the details, from translation and certification to courier and electronic mail facilities



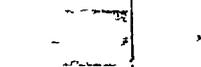
This is a lot of work! Couldn't someone else handle the application process from start to finish?



AMIDEAST's experience can make applying easier. Use our university admission service



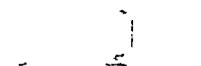
I've been admitted, and I've accepted! What's next?



Find out by attending an AMIDEAST session on living and studying in the United States



What can you do for me when I return with my U.S. degree?



AMIDEAST offers many activities and services for U.S. graduates





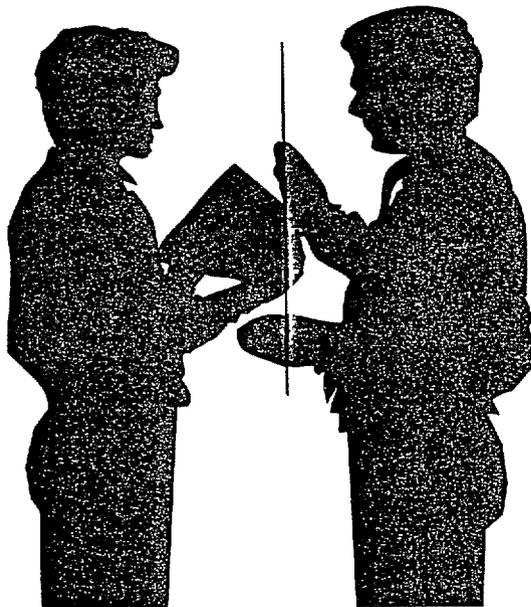
To help you choose the right college or university America-Mideast Educational and Training Services Inc (AMIDEAST) offers free introductory presentations on U S education and how to use AMIDEAST resource center materials

These sessions offered at least once a week at AMIDEAST offices, provide an ideal start to your exploration of U S education

You can use our extensive library of educational resources to learn more about study options, application requirements costs and financial aid Free special presentations are also regularly scheduled at AMIDEAST offices on such topics as—

- ◆ Graduate studies
- ◆ Visa requirements
- ◆ Completing application forms
- ◆ Study in medicine, engineering business or other fields with special requirements

AMIDEAST advisers can visit your school university or organization to speak about U S higher education and training opportunities Please contact the AMIDEAST advising office nearest you to arrange a presentation



Colleges and universities in the United States generally require you to submit scores on standardized tests as part of your application for admission Testing services offered by AMIDEAST offices include information about and registration forms for the most frequently required tests—

- ◆ TOEFL (Test of English as a Foreign Language)
- ◆ SAT (Scholastic Assessment Test)
- ◆ GRE (Graduate Record Examinations)

AMIDEAST is the regional representative of the Educational Testing Service, Princeton New Jersey which develops many examinations Information on other tests both for U S university admission and for professional certification is also available at AMIDEAST

Workbooks and audiotapes to help you prepare for tests are available in many AMIDEAST centers and may also be offered for purchase You can even take a “practice test” called the ITP (Institutional Testing Program)

TOEFL an accurate and inexpensive way to quickly predict how you would score on the TOEFL



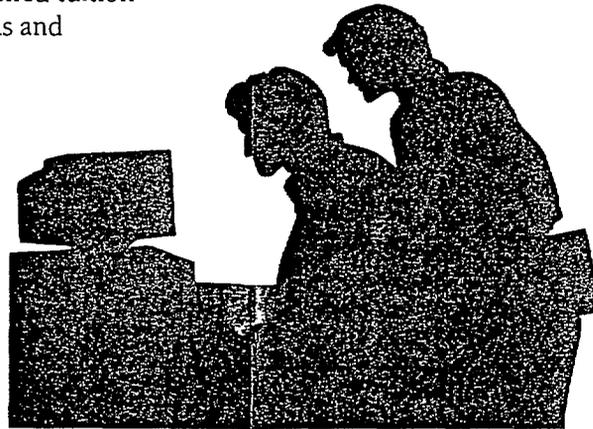


If you want more help to find the best college or university for you schedule a private academic assessment and consultation with one of AMIDEAST's professional advisers. Your parents or sponsor are welcome to participate in this session which will help you focus your planning and develop a list of universities that are just right for you.

An initial consultation generally includes the following—

- ◆ Discussion of your interests and goals, academic record, test scores, academic and personal strengths, desired tuition range, and U.S. study needs and preferences.
- ◆ Review of requirements for your chosen field of study as well as any accreditation or other country or sponsor requirements.
- ◆ Recommendations for selecting institutions appropriate for you.
- ◆ Design of an action plan for the application process.
- ◆ Information packets on particular fields, computer search results, and other materials to help you complete your program search.

You may also request additional consultation sessions to provide personal guidance through the application process.



Many different services to support you in applying to U.S. universities are offered by AMIDEAST. Your AMIDEAST office may provide such administrative services as—

- ◆ Computer or typewriter rental to help you complete applications, practice for tests, or search for information on study and life in the United States.
- ◆ Assistance in completing or typing university application forms.
- ◆ Fax, courier, and electronic mail facilities for your use in communicating with U.S. colleges and universities.

Documentation services that make submitting your application easier are also available. These services may include—

- ◆ Translation of educational documents.
- ◆ Photocopying.
- ◆ True copy certification which indicates that a photocopy of an educational credential is an exact duplicate.
- ◆ Official confirmation of U.S. institutional or program accreditation, or of U.S. degree conferral and authenticity.





It takes time and work to find the university where you will profit most from your investment in higher education—but its your future and its worth it!

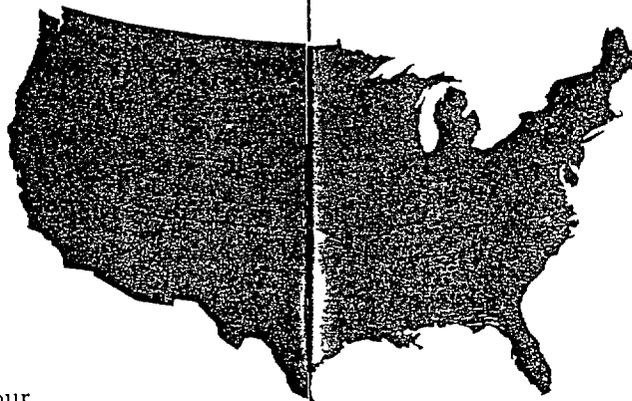
AMIDEAST offers a complete university admission service at most locations to ensure that—

- ◆ You find a university that meets *your* requirements
- ◆ Your application materials are well-organized and properly presented
- ◆ The application process is made as simple as possible for you

AMIDEAST's years of experience combined with the latest in research and communication methods can guide you through the application process efficiently and successfully

AMIDEAST will review your study plans and options assess your records compile your academic dossier do all the research and handle all the correspondence necessary to arrange your acceptance at an appropriate U S university or college

IMPORTANT NOTE AMIDEAST will only accept candidates who meet the minimum requirements for this service



You've been accepted to a U S university? Congratulations! Ask about AMIDEAST's free orientation sessions on living and studying in the United States which will help you prepare for your educational experience

Scheduled several times each year these sessions cover such topics as—

- ◆ Preparing for departure to the United States including visa information
- ◆ What to do when you first arrive in the United States
 - ◆ Housing options
 - ◆ Health and safety concerns
 - ◆ Campus and community sources of assistance
 - ◆ How to deal with cultural differences and university expectations
 - ◆ Information on banking and shopping
- ◆ Tips to help you succeed in U S academic and social situations
- ◆ Practical information on everyday living
- ◆ Traveling in the United States



AMIDEAST offers "Welcome Home" orientations where you can meet other recently returned U.S. graduates

Sessions allow you to discuss the challenge of putting your new skills and ideas to work at home and share job-hunting strategies

Visit AMIDEAST after your return from the United States. Not only can you sign up for a Welcome Home session, but you may need to certify your new degree as required by many employers

In many offices you can also participate in programs to help match U.S.-degree holders with good jobs in their home country or in multinational organizations

Share your experiences at AMIDEAST orientations with new students planning to study in the United States

Visit an AMIDEAST office and let an adviser know you are available to talk to other students

You may also wish to look into short-term courses for your own future professional enrichment. Consult with an AMIDEAST adviser about professional training services



We are the recognized experts on U.S. education. With a staff of nearly 200 professionals at our Washington, DC headquarters and our offices in ten countries, AMIDEAST is the oldest and largest organization providing educational services to students in the Middle East and North Africa

Together, AMIDEAST's offices have provided more than 2 million people with information and advice on U.S. study and training opportunities

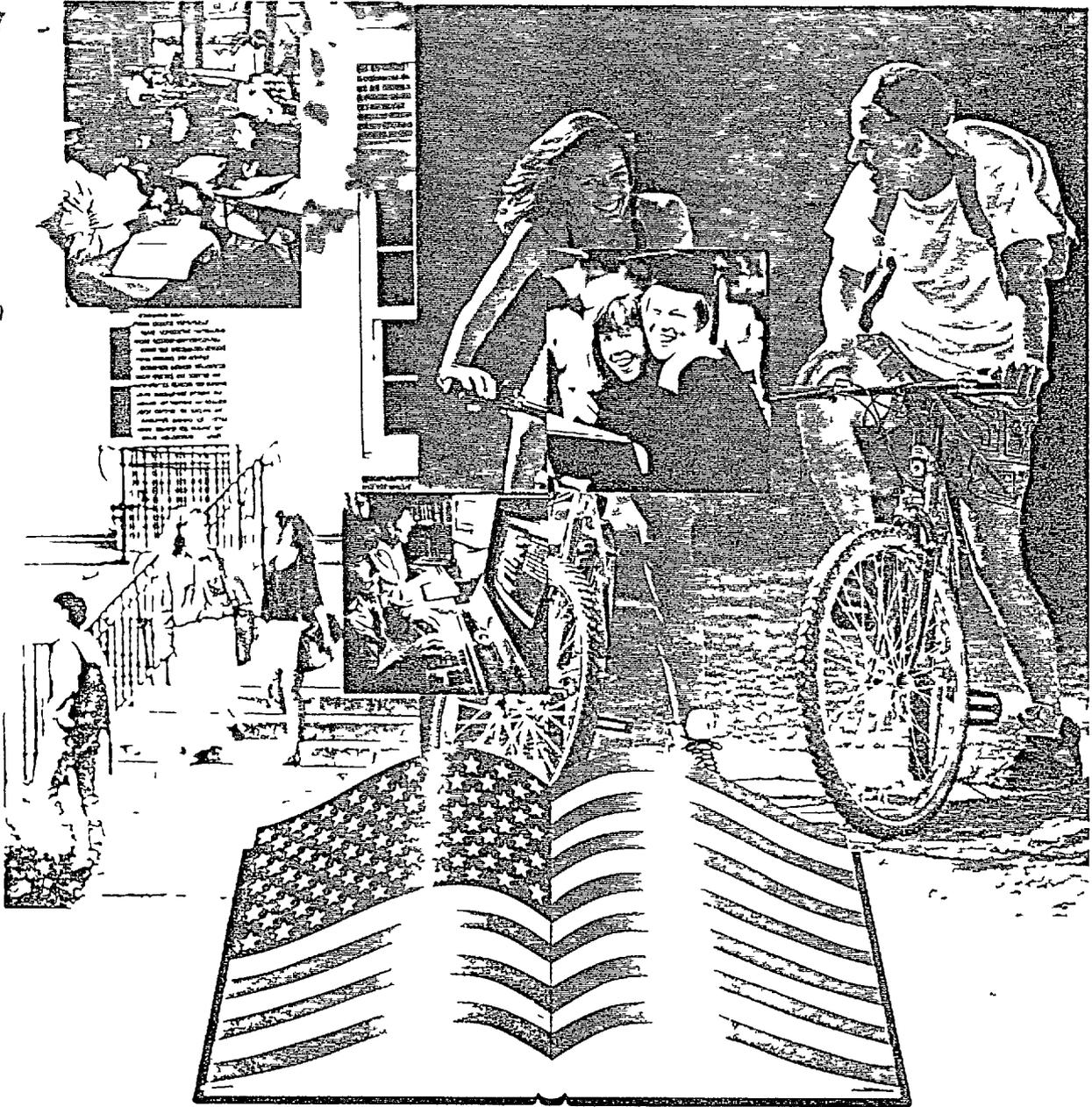
Although we maintain excellent relations with thousands of U.S. institutions, AMIDEAST does not promote any particular university or consortium. Our mission is to help you find the quality program best suited to your needs

Founded in 1951

AMIDEAST is a private nonprofit organization promoting understanding and cooperation between Americans and the people of the Middle East and North Africa through education, information, and development assistance programs



EXPERIENCE A NEW CHAPTER IN YOUR LIFE



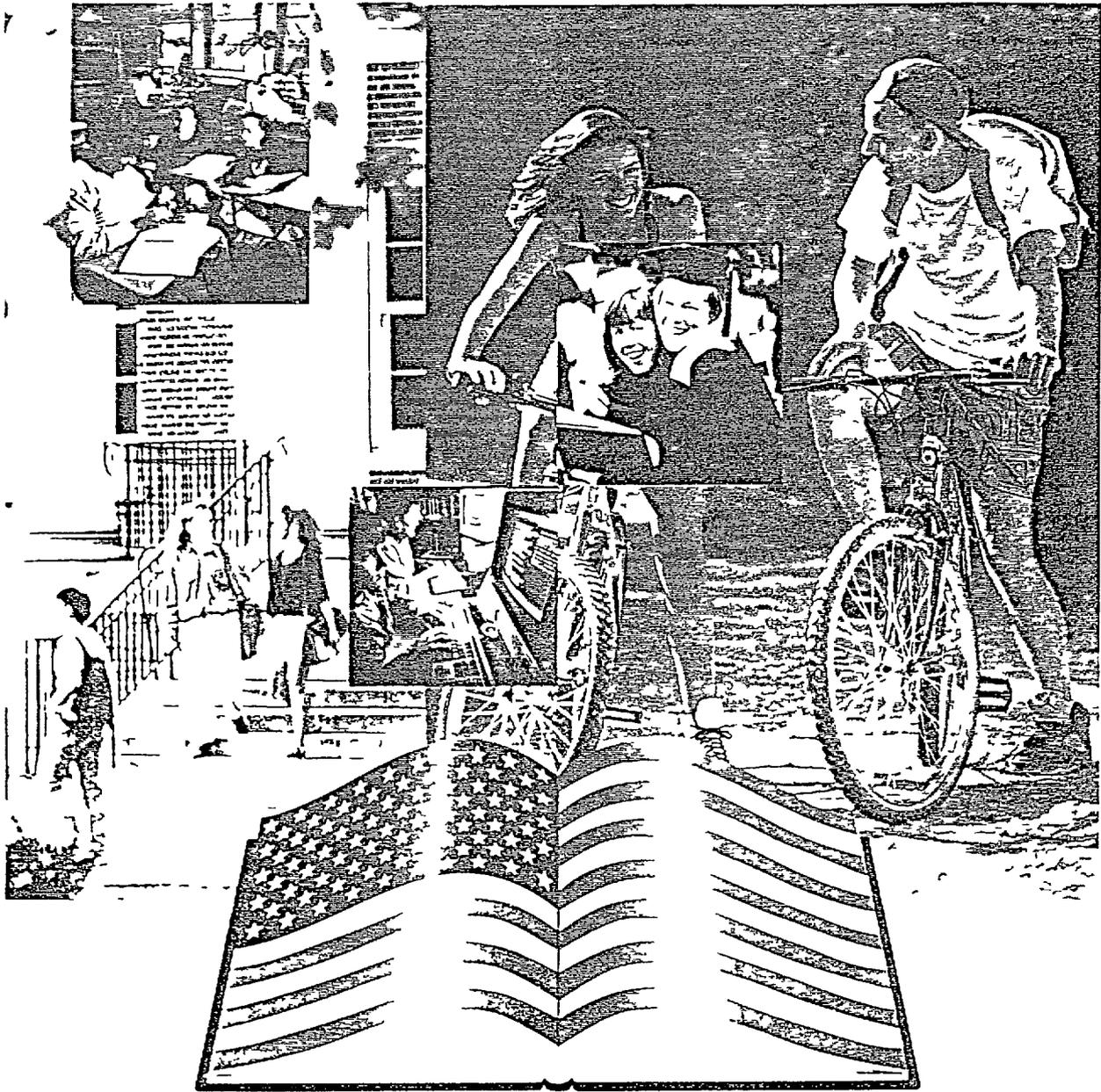
LIVE AND LEARN IN THE U.S.

AMIDEAST is offering young students between the ages of 13 to 18 the opportunity to embark on a new and exciting voyage of discovery through academic programs in the US. Students may attend prestigious private and public high schools for an academic year or a summer term and be hosted by American families in a safe and friendly environment. Students will live and learn in a new culture, improve their English language skills and gain enriching experiences.

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Pre-departure Orientation

***U.S. Study Tour
for
Senior Officials
AOJS Project***



September 3, 1997

I The Concept of the orientation

II Before leaving Cairo

III General ideas about American culture

* American values and assumptions

(Individualism and privacy, equality, informality, change, goodness of humanity, time, materialism, directness competition)

* The communication style of Americans

(Interruptions active listening, taking notes, volume of voice, directing questions to the speaker non-verbal communication)

* Differences in customs

(Melting pot)

IV Specific aspects of American life

a Politics

d Family life

b The media

e Religion

c Behavior in public places

f Shopping

V Understanding and coping with cultural differences



النظام الامريكى	المسافات	النظام الاوروبى
٠.٦ ميل	١ كيلومتر	
١.٨ ميل	٢ كيلومتر	
٣.١ ميل	٥	
٤.٩	٨	
٦.٢	١٠	
١٣	١٥	
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درجات الحرارة

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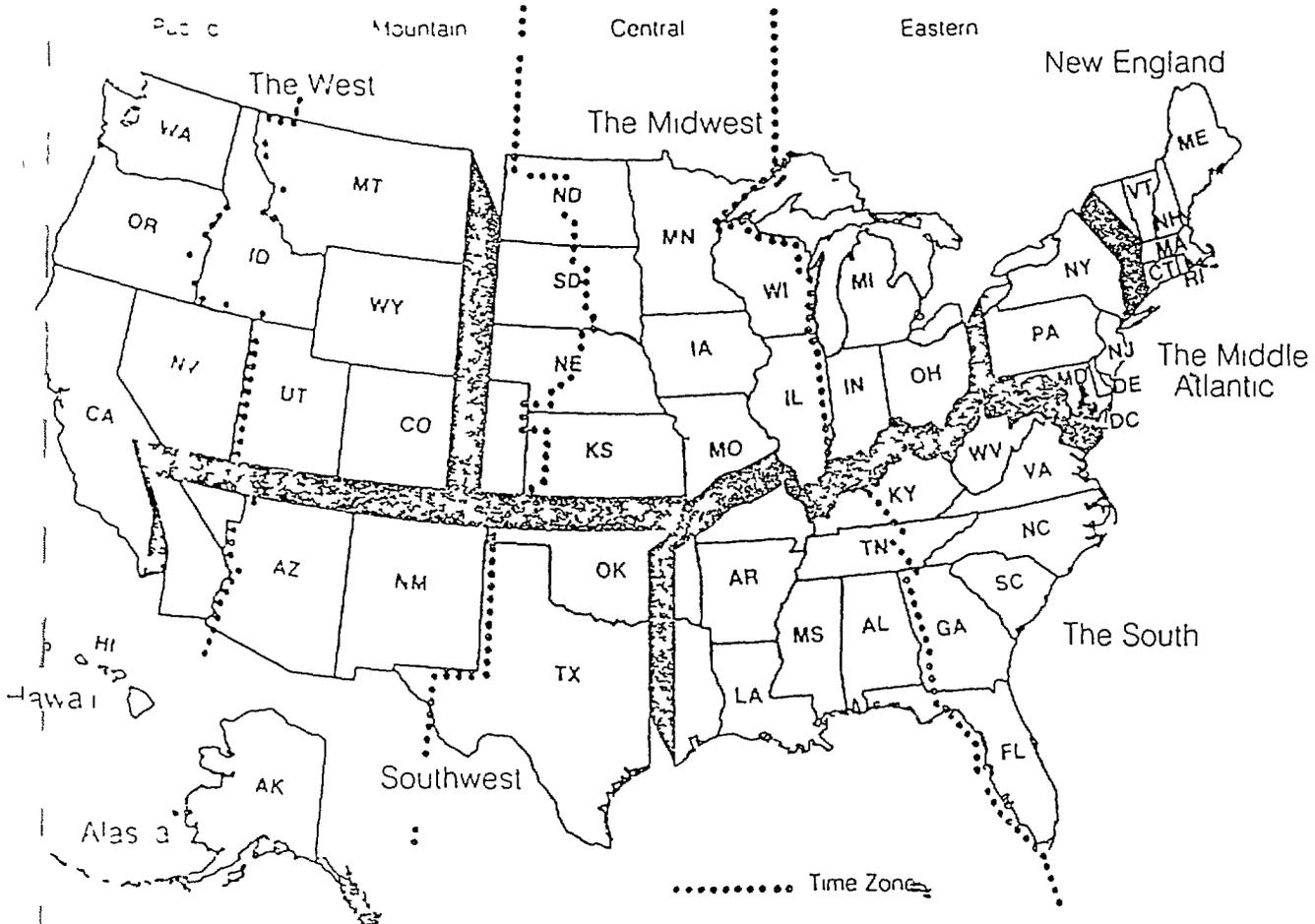
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AVERAGE SEASONAL TEMPERATURES AND TIME ZONES

Region	Winter	Spring	Summer	Fall
New England	18 to 1°C	2 to 11	16 to 24	7 to 22
The Southwest	20 to 60°F	40 to 70	60 to 90	45 to 75
	6 to 16°C	4 to 22	16 to 32	7 to 24
The Middle Atlantic	9 to 1°C	4 to 16	18 to 27	11 to 24
The West	15 to 65°F	40 to 75	60 to 90	45 to 75
	9 to 18°C	4 to 24	16 to 32	7 to 24
The South	1 to 16°C	16 to 24	24 to 32	11 to 24
Alaska	15 to 15°F	20 to 55	45 to 60	35 to 50
	26 to 9°C	6 to 14	7 to 16	2 to 11
Hawaii	21 to 1°C	4 to 14	16 to 32	4 to 16
	70 to 80	75 to 90	70 to 80	
	16 to 24°C	22 to 27	24 to 32	22 to 27

The range in temperature above refers to the coldest and warmest cities within each region or mid season



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CHAPTER 17



Behavior in Public Places

When they are out in public—on sidewalks, in stores, restaurants, or in an audience—foreigners are constantly reminded that they are indeed foreigners. This is not just because the people around them differ in coloring, stature, and language, but also because the other people behave in unfamiliar ways. People's behavior in public places, like their behavior anywhere else, is subject to cultural influence. The American belief in equality, individuality, and progress are incorporated in the informal rules they follow in public places. Aspects of their communicative style are also evident when they are out in public.

COMMUNICATIVE STYLES

Voice volume

Words on a page cannot describe how loud sounds are. Suffice it to say that when they are in public places, Americans are generally louder than Germans or Malays, but not as loud as Nigerians or Brazilians. Of course, the volume at which people speak when they are in public places varies from one sort of public situation to another. The crowd at a baseball game will make more noise than the audience in a theater, for example. Patrons in a fast food restaurant are likely to be noisier than those in a fashionable restaurant.

Foreign visitors who do not want to draw attention to themselves by their unusual behavior will want to note how loudly others around them in public places are talking, and

adjust accordingly. Talking more softly than the Americans will cause no problems, but making more noise than they do will draw attention and, perhaps, adverse comment.

Touching

Americans' general aversion to touching others and being touched (discussed in Chapter Twenty one) is clearly evident in public places. The "keep to the right" rule (see below) is one means of reducing the likelihood that strangers will have physical contact with each other.

Americans will rarely crowd onto a bus, train, or other conveyance the way Japanese and Mexicans are famous for doing. They will simply not enter situations where extensive and prolonged physical contact with strangers is unavoidable. Pushing one's way through a crowd is considered quite rude.

When they are in a situation where physical contact is unavoidable, Americans will typically try to draw in their shoulders and arms so as to minimize the amount of space they occupy. They will tolerate contact on the outsides of their arms when their arms are hanging straight down from their shoulders, but contacts with other parts of the body make them extremely anxious. When they are in a tightly crowded situation, such as a full elevator ("lift") or bus, they will generally stop talking or will talk only in very low voices. Their discomfort is easy to see.

In cases where they bump into another person or otherwise touch the other person inadvertently, they will quickly draw away and apologize, making clear that the touch was accidental. "Excuse me," they will say, or "Sorry."

Foreign visitors who violate Americans' notions concerning touching, in public places and elsewhere, are likely to be regarded as "pushy" or "aggressive."

RULES FOR BEHAVIOR IN PUBLIC PLACES

Keep to the right When they are walking on sidewalks, in hallways, or on stairways—wherever groups of people are

walking in two opposite directions—Americans stay on the right side. This enables them to pass each other without physical contact and to progress as quickly as possible.

Line up and wait your turn When they are in situations where a group of people want attention or service from some one, Americans line up (or "queue," as some people say) in the bank, at the theater box office, or at the university registrar's counter, the latest person to arrive will step to the end of the line and patiently (patiently unless it becomes clear that the service the people in the line are getting is slower than it ought to be) wait their turn. This behavior reflects their notion that all people are equal, in the sense that no one has the privilege of going directly to the front of a line. It also reflects their aversion to touching, which is much less likely to happen in a line than in a crowd jostling to get service.

People who do not go to the end of the line and wait their turn, but who instead go to the head of the line and try to push their way in front of others, will usually evoke a hostile reaction.

First come first served Related to the "line up" rule is the first come, first served rule. The general notion is that the person who arrives first gets attention first. Alternative notions, such as giving priority to older people or richer ones or males, do not normally occur to equality minded Americans.

If several customers are standing up to a counter awaiting service, the clerk might ask, "Who's next?" An honest reply is expected.

Don't block the traffic Generally, Americans give priority to people who are moving rather than to those who are stationary. A person who is in a moving crowd (on a sidewalk, for example) and who wishes to stop or to go more slowly than others is expected to move to the side or otherwise get out of the way of those who are continuing to move. It is considered inconsiderate to obstruct other people's paths.

Don't block the view It is also deemed inconsiderate to obstruct another person's view when the person is trying to watch a public event, such as a parade, athletic contest or

theater performance. People toward the front of an audience or crowd are expected to try to position themselves so that people behind them can see. This rule can be interpreted as yet another manifestation of Americans' assumptions about equality and individualism.

A chapter on Americans' behavior in public places must discuss *cigarette smoking*. This chapter concludes with some words on that topic.

"I never thought much about when and where I smoked when I was at home," a German scholar said. "But here I notice that people look at me unpleasantly if I light a cigarette in a bus or in the restaurant. Several people have even asked me to put out my cigarette!"

In recent years an anti smoking movement has made considerable headway in the United States. The results are many. Some states and localities have outlawed smoking in certain public places. Some restaurants, like airplanes, have areas designated for smokers and for non smokers. Some localities prohibit smoking anywhere inside a restaurant. Many organizations have formulated rules about smoking, usually rules that specify where people can and cannot smoke. Non smokers who feel discomfort in the presence of cigarette smoke often ask smokers (or *tell* them) to extinguish their cigarettes. Large numbers of Americans who formerly smoked have discontinued doing so, and vigorous campaigns in the public schools are aimed at discouraging young people from taking up the habit. People who do smoke are likely to postpone having a cigarette until they are in a situation where they can smoke without "polluting" the air around non smokers.

Many foreign visitors, like the German scholar, come to the United States from countries where a higher portion of the people smoke and where what many Americans call the "right" of non smokers to a smoke free environment gets little or no attention. Such visitors, if they smoke without regard to local laws or non smokers' sensitivities, are likely to give offense and be regarded as inconsiderate or worse.

Foreign visitors, however, are not expected to be as particular as

ing Americans will want to notice, before they light up, whether others in the group are smoking and, if they are, whether they are confining themselves to a particular part of the room or building. Asking those around them, "Do you mind if I smoke?" is a good idea, and so is acceding to the wishes of those who say they mind.



Studying

Many foreign students in the United States experience more difficulty and discomfort than necessary because they fail to understand and adapt to the behaviors Americans expect from college or university students. "I am sorry I came here," a recently arrived Korean student said to me. "Many times I think about just quitting and going back home. It's not what I expected here. At home I was a good student. Here I don't know how to be a good student, and I can't make any friends."

Foreign students often feel lonely, isolated, misunderstood, and even abused because they do not understand the ways in which American students act in relationships with each other and with their teachers. This chapter discusses student-student and student-teacher relationships, roommate relationships, and the important topic of plagiarism.

STUDENT-STUDENT RELATIONSHIPS

Fellow students are independent people who may or may not wish to have conversations or begin relationships with classmates. It is always reasonable to address questions to fellow students and to ask their help with school-related matters. Of course, some will be more receptive to these requests than others.

Many foreign students are dismayed to find that American students do not help each other with their studies in the way students in their own countries do. Indeed, American students often seem to be competing with each other rather than cooperating. Foreign students who understand the degree to which

The Communicative Style of Americans

Pushy Greeks Shy Chinese Opinionated Germans Emotional Mexicans, Brazilians, and Italians Cold British Loud Africans These are among the stereotypes or general ideas Americans have about some other nationalities In part, these stereotypes arise from differences in what the communications scholar Dean Barnlund calls "communicative style"

When people talk to each other, they exhibit a communicative style that is strongly influenced by their culture Communicative style refers to several characteristics of conversations between individuals, according to Barnlund Communicative style refers to (1) the topics people prefer to discuss, (2) their favorite forms of interaction in conversation, (3) the depth to which they want to get involved with each other, (4) the communication channels (verbal or nonverbal) on which they rely, and (5) the level of meaning ("factual" vs "emotional") to which they are most attuned

Naturally, people prefer to use their own communicative style Issues about communicative style rarely arise when two people from the same culture are together because their styles generally agree Most people—including most Americans—are as unaware of their communicative style as they are of their basic values and assumptions Foreigners who understand something about the Americans' communicative style will be less likely to misinterpret or misjudge Americans than will foreigners who don't know the common characteristics of interpersonal communication among Americans They will also have a better understanding of some of the stereotypes Americans have about other nationality groups

Iranians and people from other countries where forceful arguing and negotiating are common forms of interaction risk being seen as aggressive or pushy when they treat Americans in the way they treat people at home This topic is elaborated upon in Chapter Two

PREFERRED DISCUSSION TOPICS

When they first encounter another person, Americans engage in a kind of conversation they call "small talk." The most common topic of small talk is the weather, another very common topic is the speakers' current physical surroundings—the room or building they are in, the sidewalk where they are standing, or whatever is appropriate. Later, after the preliminaries, Americans may talk about past experiences they have both had, such as watching a particular TV program, going to New York, or eating at a particular restaurant.

Beyond these very general topics of small talk, there is variation according to the life situation of the people involved and the setting in which the conversation is taking place. Students are likely to talk about their teachers and classes, if they are of the same sex, they are likely to discuss their social lives. Adults may discuss their jobs, recreational interests, houses, or family matters. Men are likely to talk about sports or cars. Housewives, whose numbers are steadily decreasing in American society, are likely to talk about their children, if they have any, or about household matters or personal care (e.g., hairdos).

Americans are explicitly taught not to discuss religion and politics unless they are fairly well acquainted with the people they are talking to. (In public meetings Americans will openly debate about political matters, but we are talking here about communicative style in interpersonal situations.) Politics and religion are thought to be "controversial," and discussing a controversial topic can lead to an argument. Americans, as we will discuss under "Favorite Forms of Interaction," are taught to avoid arguments.

Unlike Americans, people from Germany, Iran, and many other countries consider politics, and sometimes religion as well, to be excellent topics for informal discussion and debate. For them, discussing—and arguing about—politics is a favorite way to pass the time.

There are other topics Americans generally avoid because they are "too personal." Financial matters is one. Inquiries about a person's earnings or about the amount someone paid

for an item are usually beyond the bounds of acceptable topics. So are body and mouth odors (as already mentioned), the functioning of the urogenital organs, sexual behavior and responses, and fantasies.

Upon first meeting, people from Spanish speaking countries may have long interchanges about the health and well being of each other's family members. Saudis, by contrast, consider questions about family members inappropriate unless the people talking know each other well. Americans might inquire briefly about family members ("How's the wife?" or "How're the kids?"), but politeness in brief and casual encounters does not require dwelling on the subject.

As was already said, people prefer to use their own communicative styles. That means, among other things, they prefer to abide by their own ideas about conversation topics that are appropriate for any given setting. Foreigners who have different ideas from Americans about what topics are appropriate for a particular setting are very likely to feel uncomfortable when they are talking with Americans. They do not feel they can participate in the conversation on an equal footing. But the Americans resist (quite unconsciously) their attempts to bring up a different topic.

Listening to American small talk leads some foreigners to the erroneous conclusion that Americans are intellectually incapable of carrying on a discussion about anything significant. Some foreigners believe that topics more complex than weather, sports, or social lives are beyond the Americans' ability to comprehend.

FAVORITE FORMS OF INTERACTION

The typical conversation between Americans takes a form that can be called *repartee*. No one speaks for very long. Speakers take turns frequently, often after only a few sentences have been spoken. "Watching a conversation between two Americans is like watching a table tennis game," a British observer said. "Your head goes back and forth and back and forth so fast it almost makes your neck hurt."

Americans tend to be impatient with people who take long turns. Such people are said to "talk too much." Many Americans have difficulty paying attention to someone who speaks more than a few sentences at a time, as Nigerians, Arabs, and some others do. Americans admire conciseness, or what they call "getting to the point."

Americans engage in little *ritual* interaction. Only a few ritual interchanges are common: "How are you?" "I'm fine, thank you," "Nice to meet you," and "Hope to see you again." These things are said under certain circumstances. Americans learn to recognize, and, like any ritual interchanges, are concerned more with form than with substance. That is, the questions are supposed to be asked and the statements are supposed to be made in particular circumstances, no matter what the people involved are feeling or what they really have in mind. In many Americans' opinions, people who rely heavily on ritual interchanges are "too shy" or "too polite," unwilling to reveal their true natures and ideas.

Americans are generally impatient with long ritual interchanges about family members' health—common among Latin Americans—or invocations of a supreme being's goodwill—common among Arabs—considering them a waste of time.

A third form of interaction, one Americans tend to avoid, is *argument*. Americans seem to suppose that an argument with another person might result in termination of their relationship. They do not conceive of argument as a sport or a pleasurable pastime. If Americans are in a discussion in which a difference of opinion is emerging, they are likely to say, "Let's not get into an argument about this." Rather than argue, they will prefer to find areas of agreement, change the topic, or even physically move away from the person they have been talking to. Not surprisingly, people who like to argue are likely to be labelled "pushy," "aggressive," or "opinionated."

If an argument is unavoidable, Americans believe it should be conducted in calm, moderate tones and with a minimum of gesturing. Loud voices, vigorous use of arms, more than one person talking at a time—to most Americans these are signs that a physical fight, or at least an unproductive "shouting

match," might develop. They believe people should "stay cool" when presenting their viewpoints.

This is not to say that no Americans argue. Certainly there are those who do, even in interpersonal situations. Generally, though, they prefer not to. One result of their aversion to arguing is that they get little practice in verbally defending their viewpoints. And one result of that, in turn, is that they may appear less intelligent than they actually are.

A fourth and final form of interaction is *self disclosure*. Conversations with a large amount of small talk (or of ritual interchange) usually produce little self disclosure. That is, the people involved reveal little if anything about their personal lives or situations. What Americans regard as "personal" in this context is their feelings and their opinions about controversial matters. In most situations Americans reveal little that is personal. Women will disclose more about themselves to other women than they will to men and than men will to anyone. Of course, much more self revelation takes place in the context of a close friendship.

Americans are probably not extreme with respect to the amount of self disclosure that takes place in interpersonal encounters. Foreign visitors who are accustomed to more self revelation may feel frustrated in their efforts to get to know Americans. Those accustomed to less self disclosure may be embarrassed by some of the things Americans do talk about.

DEPTH OF INVOLVEMENT SOUGHT

Cultural backgrounds influence the degree to which people want to become closely connected with other people outside their families. People from some cultures are looking for close, interdependent relationships. They value commitment to other people and they want friendships in which there are virtually no limits to what the friends will do for each other.

Americans cause immense frustration for foreigners by their apparent inability to become closely involved with other people in the way the foreigners want and expect them to. "Americans just don't know how to be friends," many foreign

ers say "You never feel that you are free to call on them at any time or that they will help you no matter what "

Many Americans do have what they call close friends, with whom they discuss intimate personal concerns and to whom they feel special attachments and strong obligations. But such friendships are small in number. Much more numerous are relationships with people who might more accurately be called "acquaintances" than "friends." With acquaintances, the degree of intimate involvement and sense of mutual obligation is much lower. Americans are likely to use the term "friend" to cover a wide range of types of relationships, much to the confusion of visitors from abroad.

Americans tend to relate to each other as occupants of roles rather than as whole people. Another person might be a roommate, classmate, neighbor, colleague from work, weekend boater, or teacher. Certain behaviors are expected of people in each of those roles. All is well among Americans if people behave according to the generally accepted notions of what is appropriate for the role in which they find themselves. Other aspects of their behavior are not considered relevant, as they are in a society where attention is paid to the "kind of person" one is dealing with. An accountant may be a chain smoking, hard drinking adulterer, but if he is a good accountant I am likely to use his services even if I disapprove of chain smoking, heavy use of alcohol, and adultery. His personal life is not relevant to his ability as an accountant.

Americans often seem to fear close involvement with other people. They will avoid becoming dependent on others. They do not want others, with the possible exception of immediate family members, to be dependent on them. (Remember, they have been brought up to see the ideal person as independent and self-reliant.) They are likely to be extremely cautious when they meet a new person who seems to want to get closely involved with them. "What does this person want?" they seem to be asking. "How much of my time will it take? Will I be able to withdraw from the relationship if it gets too demanding?"

Foreigners will want to realize that Americans often have difficulty becoming "close friends" with each other, not just

CHANNELS PREFERRED

Americans depend more on spoken words than on nonverbal behavior to convey their messages. They think it is important to be able to "speak up" and "say what's on your mind." They admire a person who has a moderately large vocabulary and who can express herself clearly and cleverly. But they distrust people who are, in their view, excessively articulate. A person with a very large vocabulary is likely to be considered "over-educated" or "a snob." A person who is extremely skillful at presenting verbal messages is usually suspect. "Is he trying to sell me something?" "What's he up to? He's a smooth talker, so you'd better watch him."

People from some other cultures, notably the Arabs, Iranians, and some (especially Southern) Europeans, prize verbal agility more than Americans do. People from those cultures, when they visit America, are likely to have two different reactions to Americans and their use of language. The first is to wonder why Americans seem suspicious of them. The second is to suppose that Americans, since they cannot carry on discussions (or arguments, as we have seen) very well, must not be very intelligent or well-informed. "Americans are not as intelligent as we are," said an Iranian student who had been in the States for several years. "In all the time I've been here I've never heard one of them talk about anything more important than sports and the weather. They just don't know anything about politics and they don't understand it."

It is no doubt the case that the level of knowledge and understanding of political matters is lower in the States than it is in many other so-called advanced countries. It does not necessarily follow, though, that Americans are less intelligent than people elsewhere. To conclude from their relatively limited verbal abilities that they are unintelligent is to misperceive the situation.

Other people come to America from cultures where people generally talk less than Americans do and rely more on nonverbal means of understanding each other. Such people tend to find Americans "too loud," "too talkative" and not sensitive

into words "You Americans!" an exasperated Japanese woman said when she was pressed for details about an unpleasant situation involving a friend of hers "You have to say everything!"

More ideas about the complex subject of nonverbal behavior are discussed in Chapter Twenty One

Americans' preference for verbal over nonverbal means of communicating pertains also to the written word Words are important to Americans, and written words are often more important than ones that are merely spoken Formal agreements, contracts, and decisions are normally written down Official notices and advisories are written "Put it in writing," the Americans say, if it is important and you want it to receive appropriate attention Foreign students and businessmen sometimes get themselves into difficulty because they have not paid enough attention (by American standards) to written notices, procedures, or deadlines

LEVEL OF MEANING EMPHASIZED

Americans generally pay more attention to the factual than to the emotional content of messages They are uncomfortable with displays of more than moderate emotion, and they are taught in school to detect—and dismiss—"emotional appeals" in other people's statements or arguments They are urged to "look for the facts" and "weigh the evidence" when they are in the process of making a judgment or decision

While there are of course areas in which Americans are emotional or sentimental, they are generally a bit suspicious of a person whose main message is an emotional one They generally overlook (unless it is so obvious that they cannot) the mood of the person they are talking to and listen for the "facts" in what the person has to say Statements or arguments relying heavily on emotional appeals are not likely to be taken seriously

More ideas on this topic can be found in the next chapter, which is on the closely related subject of "American Patterns of Thinking "

Before going on, however, it is important to emphasize two

points that have been raised several times already The first is that people naturally prefer to use their own communicative style The second is that differences in communicative style can cause serious problems in intercultural interactions They produce uneasiness, misjudgments, and misinterpretations whose source is not clear to the people involved Americans, for example, believe they are acting "naturally" when they engage in small talk with a person they have just met They do not expect to have their level of intelligence judged on the basis of their small talk But if the person they just met is from a culture where conversations with new acquaintances "naturally" take some form other than small talk, then the person may well be evaluating the American's intellectual qualities The result of all this is likely to be negative feelings and judgments on both sides The stereotypes listed at the opening of this chapter arise at least in part from judgments made on the basis of differences in communicative style

Foreigners who understand the American communicative style will be far less likely to contribute to these misunderstandings and negative feelings, and their opportunities for constructive interaction will be much greater

Attitudes toward pedestrians

Driver attitudes toward pedestrians vary from place to place. In some localities pedestrians are viewed as competitors for space on the roadway, and the burden is on the pedestrians to be wary. In other localities pedestrians are viewed as people whose wishes and apparent intentions deserve as much respect as those of other drivers.

One need only stand at an intersection and observe for a few minutes to see how local drivers and pedestrians view each other.

CHAPTER 14

☆☆☆

Shopping

"Things are so cheap here," a Latin American student's visiting mother-in-law exclaimed. "I've bought a TV, a VCR [videocassette recorder], some dresses and sweaters, perfume, and two hair dryers." She had also bought several pairs of pantyhose, her son-in-law confided, but she was too shy to mention that.

Whether they are planning a short stay or a long one, visitors to foreign countries often find they spend considerable time shopping. Short-term visitors such as the student's mother-in-law are often looking for souvenirs or for products that are considered bargains or "good buys" in the new country, or are things that cannot be purchased at home. Long-term visitors are shopping for the items they need to establish a household and get organized for daily life.

Shopping has common elements wherever it takes place. A buyer looks for a seller who is offering something the buyer wants or needs at a price the buyer can afford to pay. Sellers often advertise their wares in newspapers, on the radio or television, on posters, or elsewhere. Sellers use a variety of tactics to induce buyers to purchase from them at a price which leaves some profit.

Among the things foreigners often find unique about shopping in the United States are aspects of advertising, the pricing system, customer clerk relationships, some of the tactics sales people use to induce customers to buy from them, the procedures for buying and exchanging merchandise, and private sales. This chapter touches on each of these subjects, and then closes with some practical tips for shoppers.

will pay much attention to the buyer as an individual human being. People selling these products will operate on the assumption that they must become acquainted with their clients in order to help them select a product that will suit them and, at the same time, in order to understand what "pitches" are most likely to be effective with them. For example, an automobile salesman is likely to try to determine whether a particular customer will be more attracted to a high performance sports car or to a "sensible," more conservative automobile. A person selling clothing may try to determine whether a particular customer is the type who will prefer something unusual or something that is popular.

Foreign visitors will notice striking differences in the degree to which clerks and salespeople are able to be helpful. Some are well informed about their products and can answer questions about them and about their employer's policies and procedures. Others seem to know little other than how to operate the cash register and fill out the forms involved in credit sales.

SALES TACTICS

Sales tactics, like advertising, reflect aspects of the basic assumptions and values that prevail in a country. By carefully listening to salespeople who are actively trying to sell them something, foreign visitors can enlarge their understanding of the way Americans perceive and think about things. Common sales tactics include trying to make the buyer feel sympathetic toward the seller, trying to make a male buyer feel that his masculinity is at issue when he is considering buying something, and that he will be less manly in some way should he not make the purchase, trying to make a female buyer believe that her attractiveness in the eyes of males will be enhanced by a particular purchase, placing a premium on a *rapid* decision to buy, with the idea that the opportunity to make the purchase will soon be gone, and trying to make the buyer believe that a particular purchase would be "wise," an example of the buyer's cleverness and foresight.

No doubt many of these tactics are used in some form or other in other countries. But the subtleties with which they are employed in the States are likely to be distinctive.

Two phenomena that startle some foreign visitors are those of the telephone solicitor and the door-to-door salesperson. Salespeople will telephone a person's home or just appear unannounced at the door and attempt to sell something to the occupant. Foreign visitors may need to realize they are not obligated to be courteous or attentive to such people. They need not be discourteous, but they can interrupt the salesperson, state that they are not interested, and hang up the telephone or close the door.

PROCEDURES FOR RETURNING AND EXCHANGING

As was said in Chapter Two, Americans consider it essential to have a written record of anything that is truly important. This is as true in commercial exchanges as it is in many other areas. Sellers routinely give—or will give if asked—receipts for purchases. Those receipts serve as evidence that the purchase was made, and most sellers will not entertain a request to return or exchange an item if the buyer cannot present the receipt for the original sale.

Most businesses will exchange a buyer's purchases for alternative items if the original one proves unsatisfactory. Some businesses will give cash refunds, others will not. Unless the buyer has the receipt, though, the business may give neither.

Guarantees and warranties come in the form of written documents that buyers must present if they are to get replacements or services that the guarantee or warranty provides.

PRIVATE SALES

Many foreign visitors are struck by the phenomenon of "garage sales" and "yard sales" in the States. Americans who want to sell a used car or other major item are likely to advertise it in the newspaper and try to sell it themselves, rather

such as pots and pans, clothing, tools, or books. They will go through their houses and collect items they no longer use and have a garage sale or yard sale in which they sort and mark the items they want to sell and set them out for display in the garage or the yard. They will advertise the sale, and then (typically) large numbers of people will come to their house and consider buying the items offered.

Foreign visitors who are going to live temporarily in the U.S. often find they can purchase many of the household items they need at garage or yard sales, where the prices are likely to be quite low and where bargaining over prices is acceptable.

PRECAUTIONS FOR SHOPPERS FROM ABROAD

Americans often quote the Latin axiom *caveat emptor* ("let the buyer beware") to convey their general conviction that people who buy things do so at some peril and must be vigilant against unwise use of their money. Two related axioms Americans use are "You get what you pay for" and "There's no free lunch." Both of these are interpreted to mean that purchases that seem like unbelievable bargains are usually not the bargains they appear to be.

These precautions are as valuable for foreign visitors as they are for Americans. So are the following suggestions:

Keep receipts for any purchase that might have to be returned or exchanged. Keep the written guarantees and warranties that come with many products.

Do not allow yourself to be rushed into making a purchase. Take your time. Think it over. Ask questions. Talk with other people who have bought the product or service you are considering and ask if they were satisfied.

Be aware that most salespeople will have some reaction to you because you are a foreigner. Some salespeople will have a beneficent attitude toward foreigners and will want to be particularly fair and helpful. Others will have a negative attitude and will see their interaction with a foreign customer as a chance to take advantage of someone's ignorance.

Finally, remember that most businesses with merchandise displayed on shelves employ people, cameras, mirrors, and other devices to protect against shoplifting. People who believe it is easy to remove some item from a shelf, put it into a pocket, and leave the store without paying for it might quickly find themselves in trouble with the police. Many shoplifters are caught, and businesses generally do whatever they can to see that shoplifters are punished. Shoplifting is illegal and unwise.

conclusions, is the matter of cause and effect relationships. Americans tend to suppose that most events have some knowable, physical cause. "Things don't just happen," they often say. "Something makes them happen." Very few events are considered to result from "chance" or "luck" or "fate." Religious Americans will ascribe certain kinds of events (such as the otherwise inexplicable death of a child) to "God's will." But these intangible factors are not usually held responsible for what happens to people. As suggested in Chapter One, most Americans have difficulty even comprehending the notion, so prevalent in many other parts of the world, that "fate" determines what happens in people's lives.

When people with differing ways of reasoning are interacting, the typical feeling they both get is that the other person "just doesn't understand" and "isn't making sense." Each then tries harder to be more "logical," not realizing that the problem is their differing conceptions of what is logical. Foreigners in America will need to learn that Americans will consider them "not logical," "too emotional," or "fuzzy minded" if they do not use specific facts to support or illustrate their ideas and opinions, if they speak mainly in terms of abstractions and generalizations, or if they attribute important events to non-material causes.

Foreign students have a particular need to learn how Americans think about things and how they organize their thoughts in speech and writing. Unless they do, they will have trouble writing papers or giving speeches that American audiences (including teachers) will take seriously.

Differences in Customs

The Japanese businessman, arms extending downwards from his shoulders, bowed from his waist toward the American businessman to whom he was just introduced. His eyes were directed ahead, his face showed no particular expression.

The American businessman stood erect. His eyes focused on the Japanese man's eyes. He smiled and put out his right hand.

Both men smiled briefly in embarrassment. The Japanese man straightened up and put out his right hand. The American withdrew his hand and bowed his head. A broader smile of embarrassment, and some noise from each man—not really words, just some sounds from their throats—indicating discomfort. They were in the midst of a clash of customs, they had different habits for greeting people they were being introduced to.

When people are planning to go to another country, they expect to encounter certain kinds of differences. They usually expect the weather and the food to be different. They expect to find differences in some of the material aspects of life, such as the availability of cars, electricity, and home heating systems. And, without knowing the details, they expect differences in customs. Customs are the behaviors that are generally expected in specific situations. American men, for example, shake hands with each other when first introduced. Japanese men bow.

It would be quite impossible here to catalog all the customs foreigners might find in the United States. It would be impossible first because there are so many situations in which

customs influence or direct people's behavior. Some examples: what you say during introductions, whether you give a tip to someone who has served you, which rooms you may enter when you visit a stranger's home, whether you relinquish your bus seat to an older person, what help you can legitimately seek from your neighbor, when you give gifts, and what gifts are appropriate, what you do if you are a student and you arrive at a classroom after the class has started, and what you do if you are a businessman and your customer offers you an alcoholic drink your religion forbids you to take.

Another reason it would be impossible to list all American customs here is that there is so much variation in those customs. Even among the white, middle class whose norms are serving as the basis for our discussion of American culture, there is marked variation in customs. These variations are mainly along geographic lines. There are urban-rural differences, North-South differences, and coast-inland differences. Americans who relocate from a southern city to a western town or a New England village, for example, encounter countless customs that differ from the ones they have been familiar with.

Religious backgrounds also account for many differences in customs, not just those concerning religious practices but those concerning family life and holiday activities as well. Ethnic identities also produce differences in customs.

Although it is not possible to provide a catalog of American customs, it is possible to say a few useful things about them. We will try to do so here, in subsequent chapters there are many more references to specific American customs.

Just as foreigners expect to encounter different customs when they go abroad, the natives generally expect foreigners to be unfamiliar with local ways. In general, Americans will forgive foreigners who do not follow their customs if they believe the foreigners are generally polite and are not deliberately giving offense.

Many Americans, by the way, would not apply the word "customs" to their own routine and expected behaviors. Many

Americans are so convinced that their daily behavior is "natural" that they suppose only people from other countries have customs. Customs, in this view, are arbitrary restraints on the behavior people would engage in if they were free to act naturally—that is, the way Americans act.

Some Americans might acknowledge that they have customary behaviors surrounding certain holidays. Staying up until midnight on New Year's Eve is one such custom, having a meal of turkey, dressing, cranberry sauce, and pumpkin pie on Thanksgiving is another.

Of course, Americans (like everyone else) have thousands of other behaviors that can be called customary, a few examples of which appeared above. Most customary behaviors follow from the values and assumptions we have already talked about. Americans value independence and self-reliance, for example, so it is customary for them to encourage their children to express their opinions. They assume all people are more or less equal, so it is customary for them to talk in relatively informal ways with nearly everyone.

Other kinds of customary behaviors are more arbitrary. That is, they have no clear relationship to the basic values and world view that underlie the culture. Table manners are an example. Americans are taught to hold the fork in the left hand and the knife in the right while using the knife to cut their food, then to lay the knife aside and switch the fork to the right hand to eat. Europeans, by contrast, are taught to keep the knife in the right hand and the fork in the left at all times. This difference is arbitrary, unrelated to larger issues about individuality vs. interdependence, equality vs. hierarchical rankings, and so on.

Foreigners cannot be expected to learn all the customs that prevail in America. What they should try to learn is the relatively small number of behaviors that are considered unacceptable by most people in the United States or will nearly always evoke a quick, strong, negative reaction from Americans. What follows is not a complete listing of unacceptable behaviors—such a list would be impossible to devise—but a few guidelines

intended to help foreign visitors avoid behaviors that are quite likely to get them into trouble with Americans

Be punctual Most Americans will feel offended if you are more than 10 to 15 minutes late for a meeting, appointment, or social engagement If you must be late, try to give notice

If you agree to meet someone whether at the person's house or elsewhere, keep the appointment It is particularly rude to accept an invitation to a person's home for a meal and then not appear

Treat females with the same respect you accord males

Treat clerks, waiters, secretaries, taxi drivers and other such people courteously

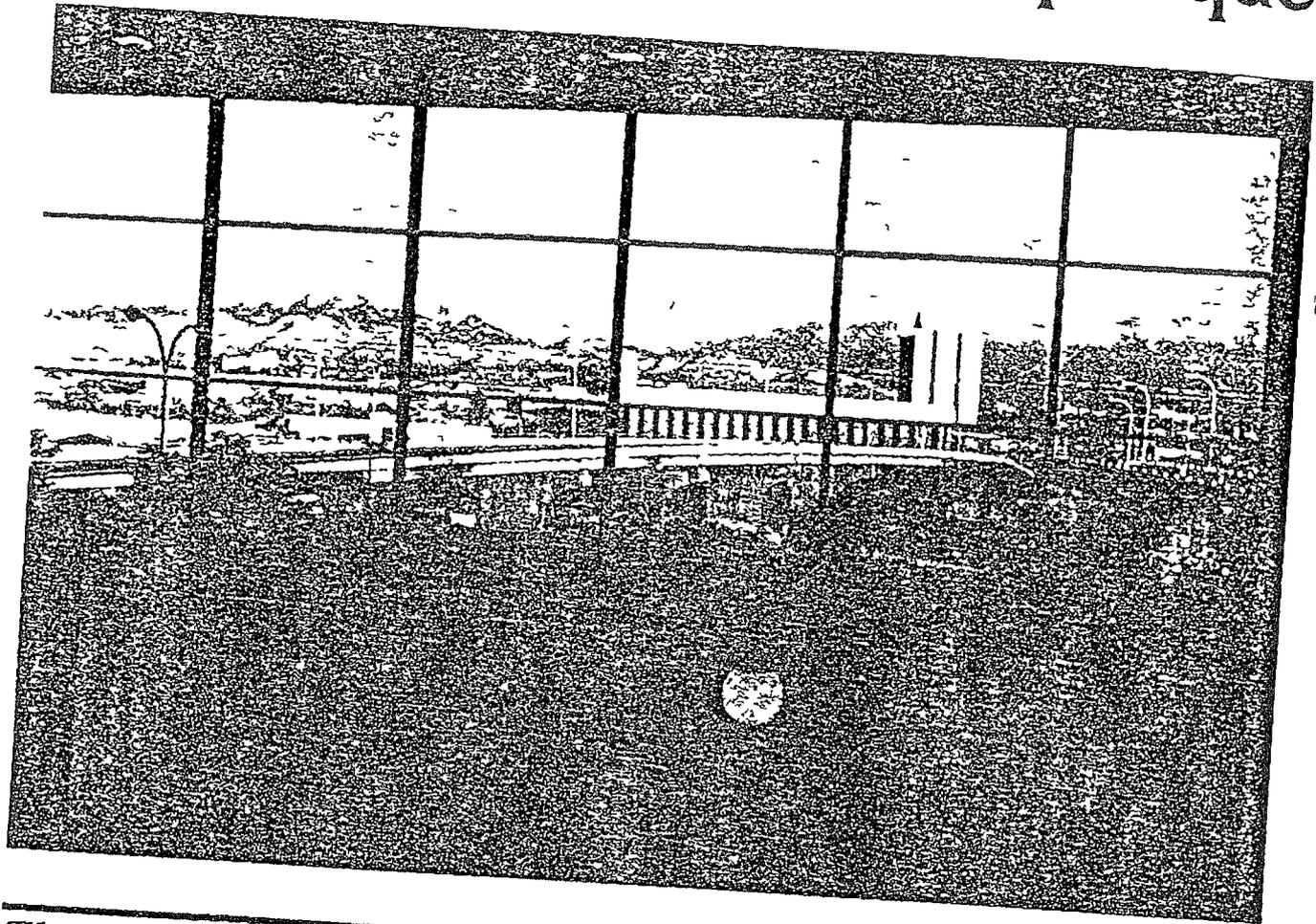
When you are standing and talking to an American, stay at least an arm's length away unless (1) you are going to hit the person, (2) you are going to hug, caress, or kiss the person, or (3) the person has clearly indicated to you that he or she wants you closer You can stand a bit closer than arm's length if you are side to side rather than face to face Males will want to be particularly cautious about touching other males—except when shaking hands—unless they want to convey the impression that they feel a homosexual attraction to them (This warning may seem overstated No doubt foreign males will find American men who do not react adversely to other men who get close to them or touch them But so many American men respond negatively to other men who get too close that foreign males are well advised to keep their distance, getting closer—if they want to—only after it is clear that doing so would be acceptable)

Avoid bowing and other behavior that is intended to display deep respect for the other person Most Americans become extremely uncomfortable if they are the object of such displays

Beyond these points and those that emerge from the remaining pages of this book, readers will need other sources for learning about American customs The best source, of course, is individual Americans Just ask them what behavior is ex-

pected in particular situations Explain, if you want to, that you are new to the place and are not familiar with the way certain things are done Most Americans will be happy to try to answer your questions If you encounter one who is not, try a different one

Albuquerque



The City in Brief

Founded 1706 (incorporated, 1891)
Head Official Mayor Louis Saavedra (N-P) (since 1989)
City Population
1970 243,751
1980 331,767
1990 384,736
Percent change, 1980-1990 15.6%
US rank in 1980 44th
US rank in 1990 38th (State rank 1st)
Metropolitan Area Population
1970 316,000
1980 420,000
1990 481,000
Percent change, 1980-1990 14.4%
US rank in 1980 80th

US rank in 1990 77th
Area 132.2 square miles (1990)
Elevation 5,311 feet above sea level
Average Annual Temperature 55.9 F
Average Annual Precipitation 8.12 inches
Major Economic Sectors Trade, government, manufacturing
Unemployment Rate 5.0% (September 1992)
Per Capita Income \$14,013 (1989)
1992 (2nd Quarter) ACCRA Average House Price \$105,475
1992 (2nd Quarter) ACCRA Cost of Living Index 98.9 (US average = 100.0)
1991 FBI Crime Index Total 40,433
Major Colleges and Universities University of New Mexico, University of Phoenix, Albuquerque Technical Vocational Institute
Daily Newspapers *Albuquerque Journal* *The Albuquerque Tribune* *The New Mexican*

Introduction

Surrounded by natural beauty, Albuquerque is at the center of native American pueblo country in New Mexico, the "Land of Enchantment." The state's largest city, Albuquerque retains deep roots in the past and simultaneously stands on the cutting edge of the future. The original Spanish town was built on the site of the oldest farming civilization in North America; modern Albuquerque is the focal point of the "Rio Grande Research Corridor," one of the nation's primary space-research complexes. The city's residents have maintained ethnic traditions and preserved a high quality of life while at the same time fostering modern growth and economic development.

Geography and Climate

Albuquerque is situated in the middle of the Rio Grande valley. To the east of the city are the Sandia and Manzanos mountains, to the west are five volcanic cones that mark the beginning of high plateau country. The climate in Albuquerque, termed arid-continental, is sunny and dry with very low humidity. Half of the annual precipitation falls between July and September in heavy afternoon thundershowers. During the winter and spring, Albuquerque is sometimes prone to dust storms.

Area 132.2 square miles (1990)

Elevation 5,311 feet above sea level

Average Temperatures January, 35.2° F, August, 76.6 F; annual average, 55.9° F

Average Annual Precipitation 8.12 inches

History

Early Native American and Spanish Influences

The region surrounding present-day Albuquerque was home to several groups of native American peoples, including Sandia Man, who lived there, hunting mastodon during the ice age twenty-five thousand years ago. Albuquerque was later inhabited

by the ancient Anasazi Indians whose huge apartment-like buildings, constructed three thousand years ago of stone and adobe, are still standing. The city continues to be a center of native American culture. Most of New Mexico's seventeen pueblos—including the thousand-year-old, still-inhabited Acoma Pueblo—are within an hour's drive; to the north is Sandia Pueblo Indian Reservation. Albuquerque's modern architecture, particularly buildings on the University of New Mexico campus, combines modern design elements with native American and Hispanic motifs.

Albuquerque was founded as a villa in 1706 by Spanish colonists, who were attracted to the banks of the Rio Grande by the green pastures they needed to graze their sheep. The city is named for Don Francisco Cuervo y Valdez, who was the thirteenth Duke of Albuquerque (the initial *r* in his title was dropped) and the viceroy of New Spain. The first structure built in Albuquerque was a church named for the city's patron saint, San Felipe de Neri; the original adobe walls remain standing in the part of the city known as Old Town.

City Becomes Distribution Center

Although the topography of the land—the mountains to the east and the Rio Grande to the west—afforded the settlement natural protection, Albuquerque was regularly threatened during the nineteenth century by hostile attacks, particularly from the Navajo and Apache. In the meantime, the town assumed a role as purveyor of goods to the West and served as a link in trade with Mexico. Situated on the Old Chihuahua trail, an extension of the Santa Fe Trail, Albuquerque's stores and warehouses were perfectly positioned to supply forts that were established in the Southwest to protect westward-moving settlers. Albuquerque became a U.S. Army post in 1846 and was occupied by the Confederacy for two months during the Civil War.

In 1880 rail travel arrived in Albuquerque. The town's strength as a transportation and trade center grew as manufactured goods were shipped in from the East and raw materials and livestock were transported from the West. A bustling new town quickly sprang up around the railroad, then grew to take in historic Old Town. In 1883 Albuquerque became the seat of Bernalillo County, and in 1891 it was incorporated as a city. Already an established sedate oasis of civilization, Albuquerque, unlike other southwestern towns, never suffered from the boisterousness of the Old West.

Size of non-agricultural labor force 250,700

Number of workers employed in

mining not reported
construction 12,600
manufacturing 20,200
transportation and public utilities 11,800
wholesale and retail trade 60,800
finance insurance and real estate 14,300
services 79,100
government 51,900

Average hourly earnings of production workers employed in manufacturing \$10.39

Unemployment rate 5.0%

Largest employers *Number of employees*

University of New Mexico	12,066
Albuquerque Public Schools	11,000
Sandia National Laboratories	7,631
Kirtland U.S. Air Force Base	5,686
City of Albuquerque	5,526
Southwest Community Health Services	3,604

Cost of Living

The following is a summary of data regarding key cost of living factors for the Albuquerque area

1992 (2nd Quarter) ACCRA Average House Price
\$105,475

1992 (2nd Quarter) ACCRA Cost of Living Index
98.9 (U.S. average = 100.0)

State income tax rate Based on federal adjusted gross income minus standard deductions, deductions for interest on government obligations and government pensions and for the elderly, credits and rebates available for low-income groups

State sales tax rate Between 5.625% and 5.75%

Local income tax rate None

Local sales tax rate 1.25%

Property tax rate Ranges from \$31 to \$35 per \$1,000 of net taxable value

Economic Information Greater Albuquerque Chamber of Commerce, P.O. Box 25100, Albuquerque, NM 87125, telephone (505)764-3700

Education and Research

Elementary and Secondary Schools

The Albuquerque Public Schools system is administered by a nonpartisan, seven-member school board that selects a superintendent. Seventeen Albuquerque public schools have been selected by the U.S. Department of Education as centers of excellence, more schools than in any other district in the country. Albuquerque public schools offer year-round education projects and magnet school concepts.

The following is a summary of data regarding Albuquerque's public schools as of the 1991-1992 school year.

Total enrollment 87,300

Number of facilities
elementary schools 79
middle schools 23
senior high schools 11
other 6

Student/teacher ratio kindergarten, 20:1, grade 1, 15:1, grades 2 and 3, 23:32:1, grades 4-5, 25:33:1

Teacher salaries
minimum \$20,000
maximum \$38,788

Funding per pupil \$3,767

About 10 percent of the city's children attend the more than fifty private or parochial schools in the Albuquerque area.

Public Schools Information Albuquerque Public Schools, P.O. Box 27504, Albuquerque, NM 87125-0704, telephone (505)842-3606

Colleges and Universities

Two fully accredited universities are located in Albuquerque. The University of New Mexico, the state's largest institution of higher learning and part of the Rio Grande Research Corridor complex, is particularly strong in Latin American studies, anthropology, and medicine. The University of Phoenix, a private four-year degree-granting institution, offers courses in business and nursing. The city is also home to Albuquerque Technical-Vocational Institute, a public institution.

Libraries and Research Centers

The Albuquerque Bernalillo County Public Library System operates twelve branches, including the multimillion dollar main library downtown, and two bookmobiles. Holdings consist of about 733,000 books as well as magazines, journals, periodicals, and corporate annual reports. The library also houses special collections relating to genealogy and the American Southwest. The University of New Mexico's library maintains special collections in Indian Affairs, Latin and Central American history and travel narrative, and regional photographs.

The University of New Mexico, the state's major research university, conducts studies on cancer, engineering, high-technology materials, and non-invasive diagnosis. Research activities in such fields as water resources, Southwestern biology, power systems, alternative energy, artificial intelligence, robotics, anthropology, satellite data analysis, business and economics, native American law, aging and health policy issues, Latin America, and Hispanic and Chicano studies are conducted at centers in the Albuquerque area. The Albuquerque seismological center is within the Rio Grande Research Corridor.

Public Library Information Albuquerque-Bernalillo County Public Library System, 501 Copper Avenue NW, Albuquerque, NM 87102, telephone (505)768-5100

Health Care

In the 1920s Albuquerque, like many other cities in the Southwest, became a mecca for people suffering from respiratory diseases and allergies who seek relief in the warm, dry climate.

Albuquerque's sixteen hospitals provide 2,470 beds. Major hospitals include Presbyterian Hospital, St. Joseph Hospital, Lovelace Medical Center (where the first astronauts were tested), and the Children's Hospital of New Mexico. The University of New Mexico supports a medical school that engages in ground-breaking research and works in conjunction with University Hospital. Several psychiatric hospitals, drug and alcohol rehabilitation centers, convalescent homes, and emergency care centers are also located throughout the city.

Nearly seven hundred private physicians and three hundred five dentists offer treatment to residents in the metropolitan area.

Recreation

Sightseeing

Albuquerque's unique mixture of native American, Hispanic, and Anglo heritages provides visitors with a variety of activities. Albuquerque's spiritual heart is Old Town, dating to the city's founding in 1706, where an arts community flourishes. Old Town Plaza features an outdoor native American market offering traditional arts and crafts such as textiles, jewelry, and pottery. Also located in Old Town is San Felipe de Neri church, the city's oldest building, enclosing the adobe walls of the original presidio (fort).

The landscape surrounding the city is particularly scenic and provides some of the area's principal attractions. To the west is a high mesa and five extinct volcanos, to the east are the magnificent Sandia and Manzanos mountains. Sandia Crest in the Cibola National Forest, 30 miles from Albuquerque, offers a breathtaking view that encompasses eleven thousand square miles. A skylift operates there throughout the year, carrying skiers and hikers up the mountain. The Aerial Tramway, 10,378 feet in length and the longest tramway in North America, runs to the top of Sandia Peak.

Evidence of Albuquerque's native American roots can be found in the numerous pueblos around the city, many of them one thousand years old and some still inhabited. Reminders of the ancient native civilization also exist in dozens of ruins and archaeological sites, among them Petroglyph State Park, where more than ten thousand prehistoric rock drawings have been preserved.

The Rio Grande Nature Center offers 2 miles of nature trails through the Southwest *bosque*, the grove of cottonwood growing along the Rio Grande. The Rio Grande Zoological Park displays more than one thousand animals—including New Mexican wildlife as well as animals from around the world—in natural open-air exhibits nestled among native cottonwood trees. One of the missions of the zoo is the breeding of endangered species.

Glancing skyward in Albuquerque, spectators frequently see the colorful spectacle of hang-gliders and hot-air balloons drifting slowly past. A combination of sunshine and topography produces steady geothermal winds making the area ideal for wind sports and earning for the city the nickname of "Hot Air Balloon Capital of the World."

Arts and Culture

Albuquerque actively promotes its rich cultural community. In 1979 City Council created an ordinance that assigns 1 percent of monies generated by revenue bonds and general obligation bonds to public construction and public art. Consequently, Albuquerque abounds with sculptures and murals attesting to the city's artistic energies. On Central Avenue, running from historic Old Town on the east through downtown and the university area to Nob Hill on the west, is the Cultural Corridor. In more than one hundred fifty theaters, museums, galleries, and cafes and at other sites along this route the stimulating and diverse cultural life of Albuquerque is on view.

Albuquerque is noted for its theater. The KiMo Theatre, a "Pueblo-Deco" landmark downtown, hosts a number of groups, including the New Mexico Repertory Theatre. The Albuquerque Little Theatre presents comedies, mysteries, and light classics in its own playhouse near Old Town. La Compania de Teatro de Albuquerque, a bilingual theater company—one of only ten major Hispanic companies in the United States and Puerto Rico—stages four productions per year.

Albuquerque is home to the Southwest Ballet, founded in 1980 which performs classic dances in the KiMo Theatre and in Popejoy Hall on the University of New Mexico campus. Dance performances by visiting artists and groups can also be seen at KiMo Theatre. Popejoy Hall, the primary facility in the city for the performance of orchestral music and opera, is home to the New Mexico Symphony, the Civic Light Opera, and the university's Performing Arts Series. Based in the city and one of the Southwest's most prestigious orchestras, the symphony presents nine subscription concerts and six pops concerts yearly. The Civic Light Opera, in its twentieth year, schedules a full season of performances, and the artist series features top guest artists. Albuquerque also supports a chamber orchestra which presents six concerts each season.

Many of Albuquerque's museums concentrate on area history and culture. The New Mexico Museum of Natural History features exhibits relating to the geological and anthropological history of New Mexico over the past four and one-half billion years. The Indian Pueblo Cultural Center specializes in the authentic history and culture of the Pueblo peoples; the building complex includes an art gallery and a restaurant serving native American foods. Located on the University of New Mexico campus, the Maxwell Museum of Anthropology displays ethnic, anthropological, and archaeological artifacts, some date back ten thousand years, with especially strong collections from Southwestern cultures. The National Atomic Museum exhibits the history of atomic energy, including the Manhattan Project that produced the first atomic bomb, as well as non-military applications of nuclear energy.

The Albuquerque Museum of Art, History, and Science displays artifacts relating to the history of the area during the Spanish American period; it also features a multimedia presentation on the development of the city since 1875. With an emphasis on the early modernist period, the University of New Mexico Art Museum houses a collection of nineteenth- and twentieth-century American and European art. The Jonson Gallery, located on the University of New Mexico campus, is the home of the late New Mexico modernist painter Raymond Jonson and exhibits more than two thousand of his works. The KiMo Gallery at KiMo Theatre presents the work of local artists in monthly group and theme shows; it is jointly administered by the Cultural Affairs Division and Albuquerque United Artists. The South Broadway Cultural Center Gallery mounts monthly exhibitions by local and regional artists; workshops are available for emerging artists of all ages and backgrounds.

Festivals and Holidays

Albuquerque's ethnic heritage is celebrated throughout the year with a variety of activities. Native American dancing and feast-day observances take place at numerous pueblos located within an hour's drive of the city. In April, the Gathering of Nations Pow Wow is held on the University of New Mexico campus, featuring dancing, arts, and crafts. San Felipe Festival in June honors Albuquerque's patron saint with dancing and feasting. Each Saturday during the summer, Summerfest at Civic Plaza celebrates the food and culture of the city's various ethnic groups. In late August Fiesta Artistica



The Indian Pueblo Cultural Center in Albuquerque

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observes Albuquerque's Spanish roots, reaching back more than four hundred years

In mid-September the New Mexico State Fair, regarded as one of the top fairs in the United States, programs a professional rodeo, concerts, livestock shows, and other events. The annual Albuquerque International Balloon Fiesta, held the first through the second weekend in October, features the mass ascension of five hundred balloons and the nighttime balloon glow that lights the sky with hundreds of balloons filled with luminous gas. Albuquerque is aglow again at Christmastime, when it is known as the "City of Little Lights," during the annual Luminaria festival, tours are available.

Sports for the Spectator

Albuquerque is a sports-minded town. Its professional baseball team, the Albuquerque Dukes of the Triple A Minor League, is the top farm club for the Los Angeles Dodgers; they play from mid-April through September. The city is famous for the University of New Mexico Lobos, especially the football and basketball teams; the basketball Lobos have won more than 80 percent of their games since 1966. Professional boxing, rodeos, and horse racing are also popular spectator sports.

Sports for the Participant

The outdoor enthusiast can choose from a variety of activities at more than two hundred parks and eighteen recreation centers in the Albuquerque area. Los Altos Park, the city's largest park, offers baseball and softball diamonds, tennis courts, a lighted golf course, and a children's recreational area. Fishing is available in irrigation and drainage ditches, stocked with trout by the state, and in nearby mountain streams. Among other favorite outdoor adventures are hiking the trails in Cibola National Forest, camping, horseback riding, and downhill and cross-country skiing at Sandia Peak Ski area. Albuquerque's calm, steady winds also provide perfect conditions for hang gliding and hot air ballooning.

Shopping and Dining

Albuquerque is a shopper's paradise. Numerous shops and galleries in Old Town specialize in art items and crafts produced by local artisans, such as textiles and the turquoise and silver jewelry for which the region is famous. Authentic prehistoric, historic, and contemporary native American pottery, and

paintings, photography, and furniture are also for sale in Albuquerque.

Other shopping needs can be met in New Mexico's two largest shopping centers, located in Albuquerque, which house more than two hundred department stores and shops. The underground First Plaza Galleria in the historic downtown district is a particular treat.

For dining pleasure Albuquerque offers a diverse range of restaurants, from family to fancy. Many feature regional specialties, including authentic Native American food, Hispanic and Mexican cuisine, and western barbecue. Several restaurants in Old Town are housed in picturesque adobe buildings.

Visitor Information Albuquerque Convention and Visitors Bureau, P O Box 26866, Albuquerque, NM 87102, telephone (505)243-3696 or (800)284-2282, Old Town Visitors Center, telephone (505)243-3215

Convention Facilities

As the economic and industrial heart of New Mexico, and as a city known for its commitment to the past and to the future, Albuquerque is an ideal meeting place for conferences and conventions. Albuquerque's unique ethnic heritage and spectacular setting, plus its generous meeting facilities and one hundred seven hotels providing twelve thousand rooms, promote the mixing of business with pleasure.

The city's primary meeting place is the Albuquerque Convention Center, located in the heart of downtown. The complex, with a conference seating capacity of 6,000 people and banquet seating for 2,400 people, is in close proximity to first-class hotel accommodations and to restaurants and clubs offering a variety of entertainment. Facilities for large groups are also available at the University of New Mexico Continuing Education Center and at six major hotels.

Convention Information Albuquerque Convention and Visitors Bureau, P O Box 26866, Albuquerque, NM 87102, telephone (505)243-3696 or (800)284-2282

Transportation

Approaching the City

Albuquerque is a designated Port of Entry into the United States. When arriving in Albuquerque by plane, visitors are greeted by the Albuquerque International Airport terminal which introduces them to local art and pueblo architecture. Located within the city limits, the airport is served by sixteen airlines providing one hundred eighteen flights daily. Coronado Airport, to the north of the city, furnishes landing facilities for private and corporate aircraft.

Major highway routes into Albuquerque are Interstate 25, running from Canada to Mexico, and Interstate 40—formerly Route 66—intersecting the city from east to west.

Passenger bus transportation into Albuquerque is available through commercial bus companies. Train service is provided by Amtrak's two daily trains on a line between Los Angeles and Chicago.

Traveling in the City

The landscape surrounding Albuquerque—the Sandia Mountains to the east and mesas to the west—provides convenient landmarks for finding direction in the city. Dividing Albuquerque into quadrants are Interstate 40, known as the Coronado Freeway, which runs east to west, and Interstate 25, known as the Pan American Freeway, which runs north to south. The streets form a grid accommodating this intersection. Central Avenue (old Route 66), called the spine of the city, is parallel to Interstate 40. Albuquerque boasts 1,500 miles of streets within the city limits.

Albuquerque's mass transit service is provided by Suntran. During the major festivals held in the city such as the International Balloon Fiesta and Luminaria, Suntran supplies special service to and from the

event venues. Molly the Trolley serves shoppers running between Old Town and the major hotel.

The city also maintains a number of well lit and well paved paths for bicycle travel.

Communications

Newspapers and Magazines

Albuquerque is served by three daily newspapers: the *Albuquerque Journal* and *The New Mexican*, both morning publications, and *The Albuquerque Tribune*, published in the afternoon. A Spanish language newspaper, *El Hispano News*, is circulated weekly. Magazines published there include *The Adobe Journal*, *Traditions Southwest*, *Chile Pepper*, and *Albuquerque Woman*.

Television and Radio

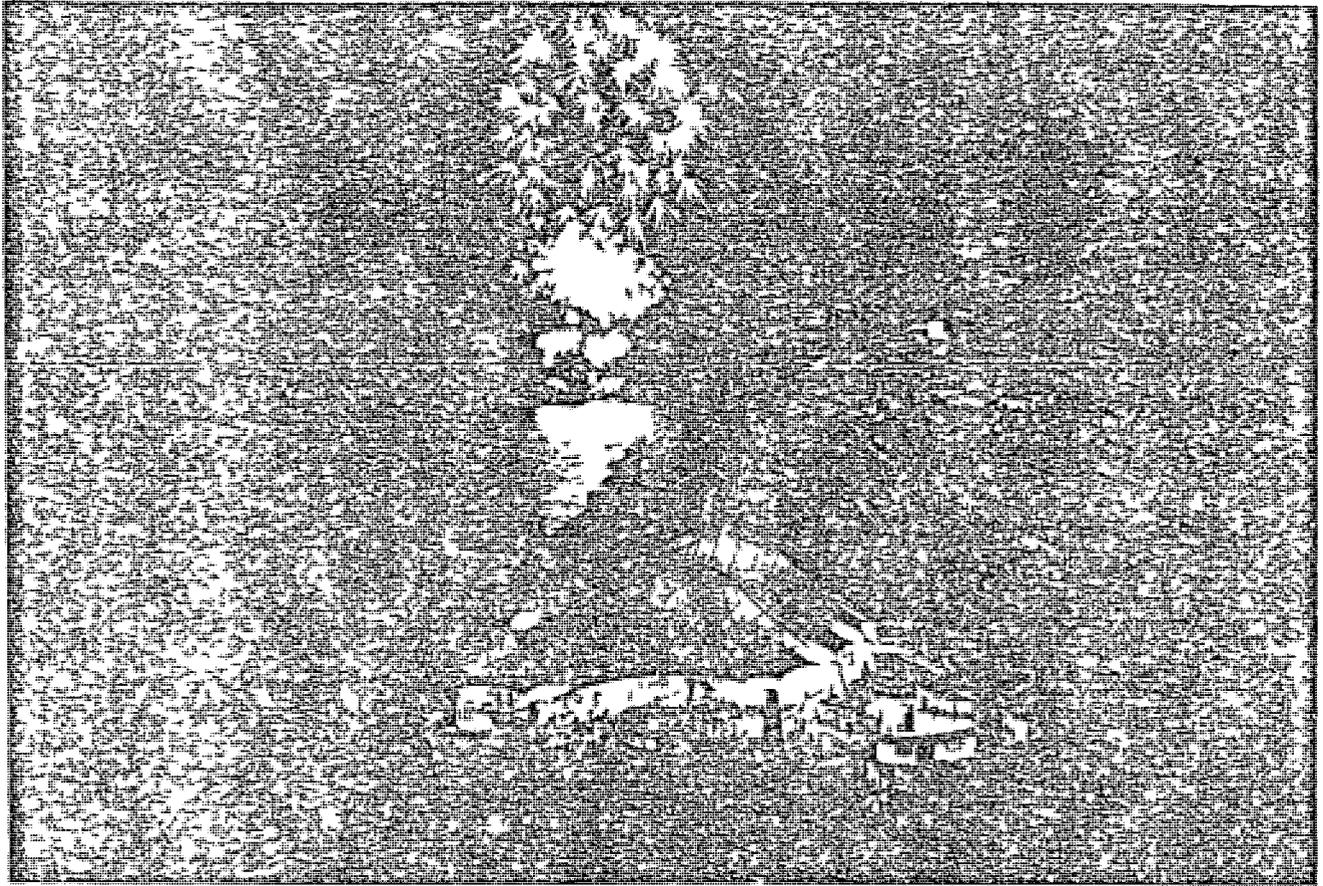
Ten television stations, including affiliates for the major commercial networks and public television, serve metropolitan Albuquerque. Cable television is available by subscription. Thirty AM and FM radio stations broadcast to Albuquerque's listeners, offering a wide variety of programming, including Spanish and Navajo language features. Albuquerque Public Schools operates an instructional radio station used to train students in radio broadcasting.

Media Information: *Albuquerque Journal*, P.O. Drawer JT, Albuquerque, NM 87109, telephone (505)823-3393; *The Albuquerque Tribune*, 7777 Jefferson NE, Albuquerque, NM 87109, telephone (505)823-7777.

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Anaya, Rudolfo A., *Albuquerque* (Albuquerque: U of New Mexico Press, 1992).

Detroit



The City in Brief

Founded 1701 (incorporated, 1815)

Head Official Mayor Coleman A. Young (D) (since 1974)

City Population

1970 1,514,000

1980 1,203,339

1990 1,027,974

Percent change, 1980-1990 -14.6%

U.S. rank in 1980 6th

U.S. rank in 1990 7th

Metropolitan Area Population

1970 4,788,000

1980 4,753,000

1990 4,665,236

Percent change, 1980-1990 -1.8%

U.S. rank in 1980 6th

U.S. rank in 1990 6th

Area 138.7 square miles (1990)

Elevation 633 feet above sea level

Average Annual Temperature 48.6 F

Average Annual Precipitation 30.97 inches

Major Economic Sectors Services, trade, manufacturing, finance, insurance, and real estate

Unemployment Rate 8.9% (September 1992)

Per Capita Income \$9,443 (1989)

1992 (2nd Quarter) ACCRA Average House Price Not reported

1992 (2nd Quarter) ACCRA Cost of Living Index Not reported

1991 FBI Crime Index Total 127,080

Major Colleges and Universities Wayne State University, University of Detroit Mercy

Daily Newspapers *Detroit Free Press*, *Detroit News*

Introduction

Detroit is the seat of Michigan's Wayne County and the center of a consolidated metropolitan statistical area that includes Ann Arbor. One of the oldest settlements in the Midwest, Detroit played an instrumental role in the development of the Northwest Territory. During the War of 1812, Detroit became the only major American city ever to surrender to a foreign power; in 1847 the city lost its status as state capital when the legislature moved the state headquarters to Lansing. Detroit was a leading regional economic power in the nineteenth century. The invention of the automobile and its mass production in Detroit headed by Henry Ford changed American and world culture. Today Detroit's position as the automobile capital of the world is being challenged by foreign competition.

Geography and Climate

Detroit is set on the Detroit River, the metropolitan area includes the St. Clair River, Lake St. Clair, and the west end of Lake Erie. The land is nearly flat, rising gently northwestward from the waterways, then becoming rolling terrain. The climate is influenced by the city's location near the Great Lakes and its position in a major storm track, climatic variations also arise from the urban heat island, the effect becoming most apparent at night, when temperatures downtown will remain significantly higher than those in suburban locations. Winter storms can bring combinations of rain, snow, freezing rain, and sleet with heavy snowfall possible at times. During the summer storms pass to the north, allowing for intervals of warm, humid weather with occasional thunderstorms that are followed by days of mild, dry weather. Air pollution coming from heavy industry in the area is said to have been minimized with state-of-the-art pollution control efforts.

Area 138.7 square miles (1990)

Elevation 633 feet above sea level

Average Daily Temperatures January, 28.1° F, July 72.3° F, annual average, 48.6° F

Average Annual Precipitation 30.97 inches

History

Riverside Stronghold Established by French

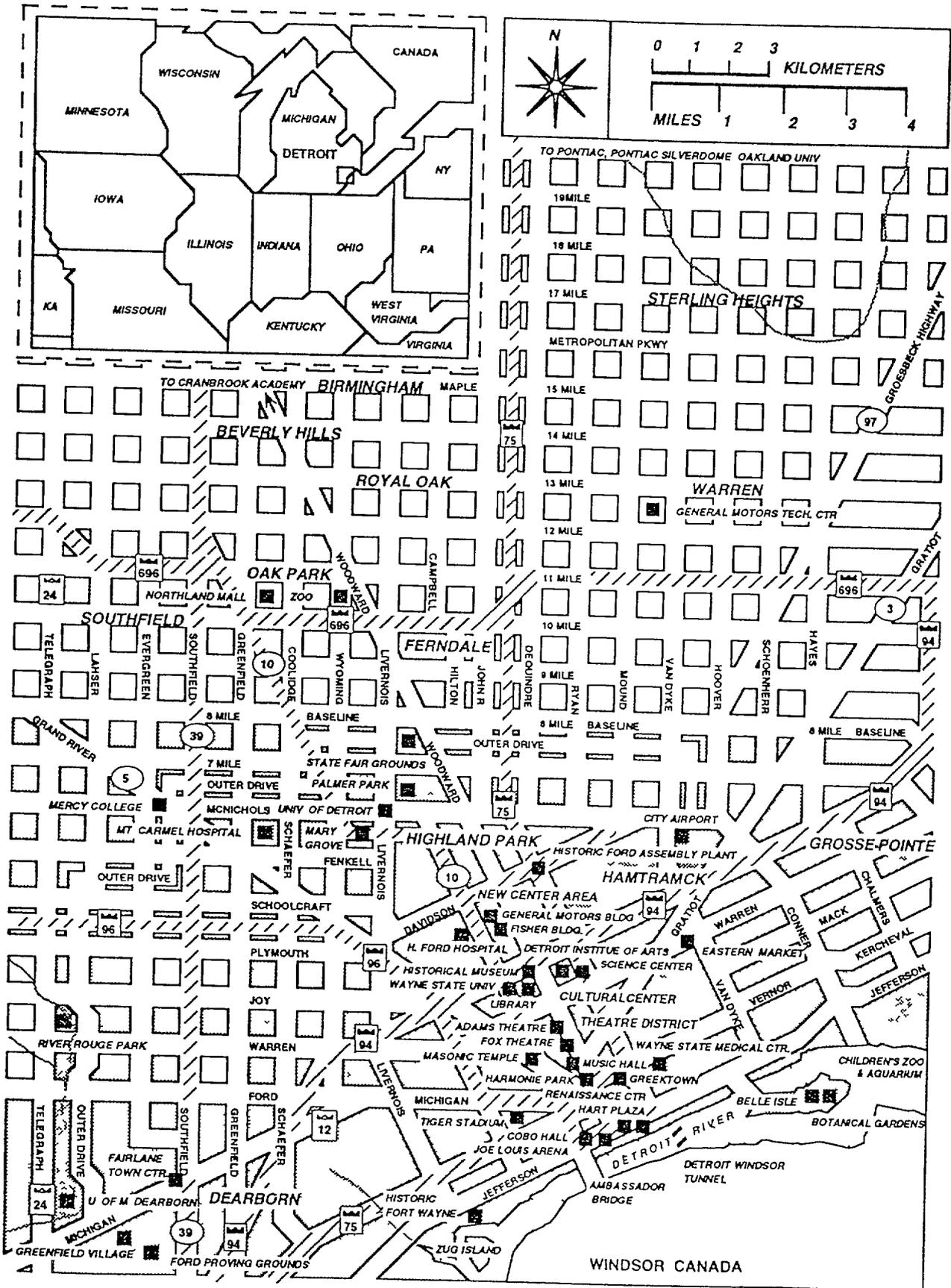
In July 1701, Antoine de la Mothe Cadillac and his party landed at a riverbank site chosen because the narrow strait there seemed strategically situated for protecting French fur trading interests in the Great Lakes. The river was called d'Étroit, a French word meaning "strait." Cadillac and his men built Fort Pontchartrain on the site, naming the fort after Comte de Pontchartrain, French King Louis XIV's minister of state, soon a palisaded riverfront village developed nearby. Cadillac named the settlement "ville d'Étroit," or city of the strait. Eventually the name was simplified to Detroit.

The control of Detroit changed hands three times during the eighteenth century. At the conclusion of the French and Indian War, the resulting treaty specified the surrender of Detroit to Great Britain. Under Henry Hamilton, the settlement's British governor, armies of native Americans were encouraged to scalp frontier settlers for rewards, earning Hamilton the sobriquet, "Hair Buyer of Detroit." France's tribal allies, led by Ottawa chief Pontiac, plotted to capture Detroit, when the plot failed, they continued their siege of the fort.

At the end of the American Revolution, the United States claimed lands west of the Alleghenies by treaty, but the British refused to leave Detroit and other western forts, encouraging allied tribes to attack settlers. It was not until two years after General Anthony Wayne defeated the native Americans at the Battle of Fallen Timbers in 1796 that the British finally left Detroit. During the War of 1812, General William Hull turned Detroit's fort over to the British without a fight, thus making Detroit the only major American city ever to be occupied by a foreign power. The United States regained control of the settlement in 1813 following Oliver H. Perry's victory in the Battle of Lake Erie.

Manufacturing Center Becomes Automobile Capital

Detroit was incorporated as a town in 1802 and as a city in 1815. In 1805 Detroit was selected the capital of the newly created Michigan territory. On June 11, 1805, a fire totally destroyed the city, and while all residents survived, two-hundred wood structures were reduced to ashes. Local Catholic leader Father Gabriel Richard observed at the time, "Speramus meliora, resurget cineribus" (We hope for better



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things it will arise from the ashes) His statement became the city's motto Augustus B Woodward, one of the new territory's judges, awarded a larger piece of land to each citizen who had lost his home To create a street design for Detroit, Woodward selected Pierre Charles L'Enfant's plan for Washington, D C hexagon with a park in the middle and wide streets radiating outward in a hub-and-spoke pattern As Detroit grew, additional hexagons could be added parallel to the original one This idea was adopted then eventually abandoned and a grid street pattern was superimposed over the hexagonal design Michigan gained statehood in 1837, ten years later, fearing Detroit's vulnerability to foreign invasion, the young legislature relocated Michigan's capital from Detroit to Lansing

Detroit's early economic development was spurred by a combination of factors the opening of the Erie Canal in 1826, the city's Great Lakes location, the increasing use of rail transport, the growing lumber and flour milling industries and the availability of a skilled labor force The Detroit Anti-Slavery Society was organized in 1837 and the city was a station on the Underground Railroad Abolitionist John Brown brought slaves to Detroit in 1859 and there purportedly planned with Frederick Douglass the notorious raid on Harpers Ferry Virginia During the Civil War Detroit provided supplies and provisions to the Union cause By the end of the century Detroit had emerged as an important industrial and manufacturing center

In 1896 Charles B King determined Detroit's destiny when he drove a horseless carriage on the city streets When Henry Ford introduced his own version of the conveyance and Detroit was on its way to becoming the automobile capital of the world Along with Ford, such automotive pioneers as W C Durant, Walter P Chrysler, Ransom Olds Henry Leland, and the Dodge brothers laid the foundation for the companies that emerged as the Big Three auto makers—Ford General Motors and Chrysler—by the latter half of the twentieth century

Development Brings New Challenges

The automotive industry brought thousands of immigrants into Detroit during the 1920s Then during the Great Depression the industry was severely shaken, leaving one third of the workforce out of jobs in 1933 The rise of the union movement under the leadership of Walter Reuther led to the sit-down strikes in Detroit and Flint in 1937, resulting in anti-

union violence Federal legislation helped the United Automobile Workers win collective bargaining rights with General Motors and Chrysler in 1937 and with Ford Motor Company in 1941 During World War II, Detroit turned its energies to the war effort as Ford opened a bomber factory and Chrysler a tank plant, leading to a new nickname for Detroit—"the arsenal of democracy"

Detroit's racial tension, traceable to a race riot in 1863, erupted in 1943 when violence resulted in the death of thirty-five people and injury to more than one thousand Much progress was made in solving Detroit's race problems after the 1943 outbreak Like many urban areas in the late 1960s, however, the city was forced to confront the issue once again when civil disturbances exploded in July 1967 forty-three people were killed, hundreds injured, and entire city blocks burned to the ground The organization New Detroit was founded as an urban coalition to resolve issues of education, employment, housing, and economic development, which were seen as the root causes of race problems

In 1970 a group of business leaders formed Detroit Renaissance to address questions of Detroit's future The following year the group, restructured under chairman Henry Ford II, announced plans for construction of the Renaissance Center, the world's largest privately financed project, as a symbol of the new Detroit In 1974 Coleman A Young, Detroit's first mayor of African-American descent, was elected to office, in 1993 he announced that he would not seek a sixth term

Historical Information Detroit Historical Museum, 5401 Woodward Avenue, Detroit, MI 48202, telephone (313)833-1805

Population Profile

Metropolitan Area Residents

1970 4,788,000

1980 4,753,000

1990 4,665,236

Percent change 1980-1990 -1.8%

US rank in 1980 6th

US rank in 1990 6th

City Residents

1970 1,514,000
 1980 1,203,339
 1990 1,027,974 (of which, 476,814 were males,
 and 551,160 were females)
 Percent change 1980-1990 -14.6%
 US rank in 1980 6th
 US rank in 1990 7th (State rank 1st)

Density 7,411.5 people per square mile (1990)

Racial and ethnic characteristics (1990)

White 21.6%
 Black 75.7%
 American Indian, Eskimo, Aleut 0.4%
 Asian and Pacific Islander 0.8%
 Hispanic (may be of any race) 2.8%

Percent of residents born in state 68.0% (1990)

Age characteristics (1990)

Population under 5 years old 93,109
 Population 5 to 9 years old 79,646
 Population 10 to 14 years old 78,865
 Population 15 to 19 years old 85,856
 Population 20 to 24 years old 80,422
 Population 25 to 29 years old 82,689
 Population 30 to 34 years old 86,700
 Population 35 to 39 years old 78,823
 Population 40 to 44 years old 66,783
 Population 45 to 49 years old 49,401
 Population 50 to 54 years old 39,467
 Population 55 to 59 years old 38,994
 Population 60 to 64 years old 42,286
 Population 65 to 69 years old 41,574
 Population 70 to 74 years old 32,464
 Population 75 to 79 years old 24,161
 Population 80 to 84 years old 14,228
 Population 85 years and over 12,506
 Median age 30.7 years (1990)

Births (1988)

Total number 19,729

Deaths (1988)

Total number 12,617 (of which, 414 were
 infants under the age of 1 year)

Money income (1989)

Per capita income \$9,443
 Median household income \$18,724
 Total households 373,857
 Number of households with income of
 less than \$5,000 60,104
 \$5,000 to \$9,999 60,692
 \$10,000 to \$14,999 40,846
 \$15,000 to \$24,999 61,515
 \$25,000 to \$34,999 48,501
 \$35,000 to \$49,999 50,922
 \$50,000 to \$74,999 36,093
 \$75,000 to \$99,999 10,524
 \$100,000 to \$149,999 3,685
 \$150,000 or more 975
 Percent of families below poverty level 29.0%
 (71.8% of which were female householder
 families with related children under 5)
 1991 FBI Crime Index Total 127,080

Municipal Government

The government of the city of Detroit is administered by a mayor and a nine-member council, the mayor, who is not a member of council, and councilpersons are elected to four-year terms

Head Official Mayor Coleman A. Young (D) (since 1974, current term expires December 31, 1993)

Total Number of City Employees 19,751 (1991)

City Information City Government Telephone Number Assistance, telephone (313)224-3270

Economy

Major Industries and Commercial Activity

Automobile manufacturing continues to be a primary force in the Detroit economy, and Detroit is the nation's only older city that is home to a state-of-the-art auto assembly plant. In recent years, however, dependence on the auto industry has decreased—the city lost 39 percent of its manufacturing jobs in the 1980s—while the services sector has increased. More than 70 percent of the labor force is employed in non-manufacturing jobs in such areas as research and

development, accounting law, and financial services, computer services, and personnel and clerical support. The Henry Ford Health System is the sixth largest employer in the state and is a major research center. Detroit ranks among the five major financial centers in the United States; offices of all the "Big Eight" accounting firms are also located there. Among the nineteen Fortune 500 companies with headquarters in metropolitan Detroit are the General Motors Corporation, the Ford Motor Company, and Kmart, and, consistent with the city's prominent position in the international marketplace, more than four-hundred foreign firms are represented in Greater Detroit.

Items and goods produced—automobiles and automobile products, gray iron, machine tools and fixtures, ranges and heating devices, computing machines, foundry products, paints, varnishes, lacquers, chemicals, pleasure boats, paper and twine, air conditioning equipment, aircraft bearings and cushions, bolts, screws, nuts, boilers, tanks, ball bearings, tools, steel plates, flues and tubes, rubber goods.

Incentive Programs—New and Existing Companies

Local programs—The Greater Detroit/Southeast Michigan Business Attraction and Expansion Council (BAEC) is a coalition of leaders in the public and private sectors, established in 1980 with the goal of coordinating regional economic development efforts. BAEC is currently implementing its Strategic Plan for the Economic Development of Southeast Michigan, adopted in 1984—in direct response to an economic recession, a high crime rate, and a negative national image of Detroit—which involves eight specific goals tied to economic improvement in southeastern Michigan. According to a 1991 progress report, most of the goals are being met. Among BAEC's main functions is providing assistance to other economic development agencies in the form of research, marketing materials, and business attraction and expansion programs.

So encouraging economic development is the Metropolitan Center for High Technology, a business and research incubator offering 160,000 square feet of leaseable space, which is located five minutes north of the central business district.

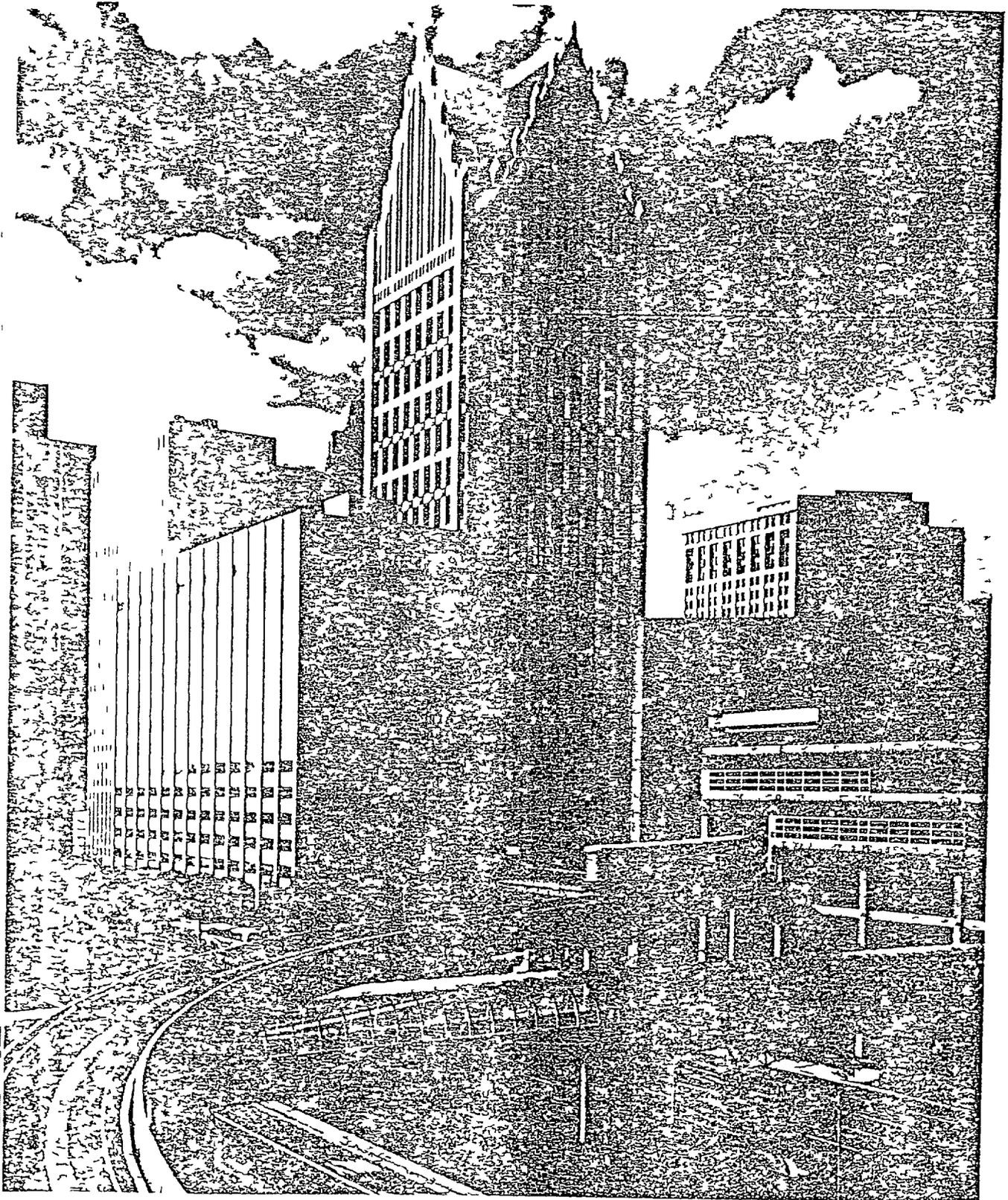
State programs—Incentives on the state level include tax abatements, tax-exempt revenue bonds, public loans and grants. State-sponsored job training programs, recently revamped through the \$25 million

Michigan Adult Education Training Initiative, include the Job Training Partnership Act, Displaced Homemakers program, summer youth employment programs, and pre-college programs in engineering and sciences. The State Department of Commerce administers a \$12 million Training Incentive Fund, which provides assistance to employers wishing to upgrade the skills of their current work force. Other programs include Targeted Jobs Tax Credits, and adult and vocational education.

Development Projects

One of the most dynamic changes in the area's economy is the addition of more than 24 million square feet of office space in office towers, parks, and downtown centers during the period 1986–1991. This represents a potential of 117,000 jobs added to the workforce, many in high-paying professions and services such as legal, financial, and research. Other projects completed in downtown Detroit in recent years include a small luxury hotel, an expansion that has doubled the exhibit areas of Cobo Convention Center, the addition of a third twenty-one-story tower to the Riverfront Apartments complex, and restoration of the historic Fox Theatre and Office Building. In the 1980s more than 110 new office, industrial, technical, and research parks were developed in the Detroit metropolitan area. Developments in the 1990s include the redevelopment of the Theater District and Harmonie Park (to include art galleries, residential units, and shops), and the opening of Victoria Park, the city's first new subdivision in decades. A Master Plan for the expansion of Detroit City Airport projects the expenditure of \$378 million by the completion date of 2008. Southeastern Michigan's biggest construction project, the \$250 million, government-funded Veterans Administration Hospital in Detroit's Medical Center district, was scheduled to open in the mid-1990s. Much of the construction that took place in Detroit during the 1980s and early 1990s was built with government aid.

Economic Development Information—Detroit Economic Growth Corporation, 600 First National Building, Detroit, MI 48226, telephone (313)963-2940, and, Central Business District Association, 700 Penobscot Building, Detroit, MI 48226, telephone (313)961-1403, and, Detroit Community and Economic Development Department, City of Detroit, 150 Michigan Avenue, Detroit, MI 48226, telephone (313)224-2560, and, Detroit/Wayne County Port Authority or Greater Detroit Foreign Trade Zone,



Downtown Detroit's People Mover

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Inc., Tower 200, Renaissance Center, Suite 650, Detroit, MI 48243, telephone (313)841-6700

Size of non agricultural labor force 1 840,500

Commercial Shipping

Detroit is a major international market. The Greater Detroit Foreign Trade Zone, the largest zone in the country, processes \$1.65 billion in goods annually. The passage in 1989 of the United States/Canada Free Trade Agreement established the largest free trading block in the world, further expanding the parameters of the Detroit market. Detroit is adjacent to Windsor, Ontario, Canada.

Number of workers employed in

- mining* 500
- construction* 61,800
- manufacturing* 430,200
- transportation and public utilities* 87,000
- wholesale and retail trade* 432,900
- finance insurance and real estate* 107,000
- services* 506,300
- government* 214,800

The Port of Detroit, one of the busiest on the Great Lakes, has direct access to world markets via the Great Lakes/St. Lawrence Seaway System. The Port is comprised of seven privately-owned terminals with thirteen berths on the Detroit and Rouge Rivers. All types of cargo can be processed through port facilities; in 1990 cargo volume totalled more than three million tons. Service is provided by four tug and barge lines as well as two auxiliary companies, one of which operates a mail boat that is the only boat in the United States with its own zip code.

Average hourly earnings of production workers employed in manufacturing \$16.38

More than seven-hundred motor freight carriers utilize Greater Detroit's extensive highway system to transport goods to points throughout the United States and Canada. Trucking service is coordinated with that provided by the four rail lines maintaining facilities in Detroit. Air cargo service is available at Detroit Metropolitan Airport and Detroit City Airport.

Unemployment rate 8.9%

<i>Largest employers</i>	<i>Number of employees</i>
Chrysler Corp (automotive)	18,800
Detroit Medical Center	10,260
General Motors Corp (automotive)	9,368
Henry Ford Health Care Corp	7,765
NBD Bankcorp Inc (bank holding company)	7,200
Wayne State University	5,060
Detroit Edison (utility)	4,035

Labor Force and Employment Outlook

A high percentage of Detroit's workers are professionals and technicians. While the city struggles to create jobs for the many unemployed, service jobs in the suburbs have expanded. Automobiles are expected to continue to be the primary economic influence. With the advent of the Free Trade Agreement, Detroit is seen as a logical major import-export point for American-Canadian goods.

Cost of Living

In July 1993 the Michigan legislature passed a bill cutting residents' property taxes an average of 60 to 65 percent beginning with the summer 1994 tax bills. The tax cut, the largest in Michigan history, was to be accomplished by eliminating local and intermediate school district operating millages. The legislature was then considering a number of options to restore money for schools, including sales taxes on services and entertainment, an increase in the state sales tax, or a statewide millage.

The following is a summary of data regarding the Detroit metropolitan area labor force as of September 1992.

The following is a summary of data regarding several key cost of living factors in the Detroit area as of mid 1993.

1992 (2nd Quarter) ACCRA Cost of Living Index Not reported

1992 (2nd Quarter) ACCRA Average House Price Not reported

State income tax rate 4.6% of taxable income

State sales tax rate 4.0%

Local income tax rate 3.0% residential, 1.5% non-residential

Local sales tax rate None

Property tax rate \$80.16 per \$1,000 assessed valuation

Economic Information Greater Detroit Chamber of Commerce, 600 West Lafayette, Detroit, MI 48226, telephone (313)964-4000

Teacher salaries
minimum \$27,132
maximum \$50,229

Funding per pupil \$4,195

Several private and parochial school systems offer educational alternatives at pre-school, elementary, and secondary levels. The Roman Catholic Archdiocese initiated Cornerstone Schools in 1991, these are Christian schools that do not preach a particular doctrine. Specialized curricula have been designated by the Japanese Society of Detroit Hashuko-Saturday School, Burton International School, Liggett and Waldorf schools, Friends School, and W. E. B. DuBois Preparatory School.

Public Schools Information Detroit Public Schools, 5057 Woodward Avenue, Detroit, MI 48202, telephone (313)494-1010

Colleges and Universities

Wayne State University is Detroit's largest institution of higher learning, enrolling approximately thirty-four thousand students in thirteen schools and colleges, including the colleges of medicine, nursing, and pharmacy and allied health, and the law school. Strong programs are offered in the college of engineering and the school of fine and performing arts, which includes a nationally recognized drama program. Wayne State is one of ninety-eight universities nationwide to be designated a Carnegie One Research University. The University of Detroit-Mercy, a Roman Catholic institution, enrolls six-thousand students in baccalaureate, master's, and doctorate programs in the arts and sciences, the university also administers schools of law and dentistry. The Detroit College of Law operates a juris doctor program.

Other undergraduate and graduate institutions affiliated with the Roman Catholic Church are Marygrove College, Madonna University (in Livonia), and Sacred Heart Seminary College. Colleges located in neighboring suburbs include Detroit College of Business in Dearborn, Lawrence Technological University in Southfield, the Dearborn campus of the University of Michigan, Cranbrook Academy of Art in Bloomfield Hills, and Oakland University in Rochester. Greater Detroit has a wide selection of community colleges, including Henry Ford Community College, Highland Park Community College, Wayne County Community College, Macomb Community College, Monroe County Community College, and Oakland Community College Central.

Education and Research

Elementary and Secondary Schools

The Detroit Public Schools is the largest school district in Michigan. The school board is composed of eleven nonpartisan members—seven elected by geographic district and four elected at large—who elect a superintendent.

The district's autonomy program allows schools to manage their own budgets and permits parents, staff, and students to choose curricula, programs, and services. The district spent \$4 million in 1992 to make available schools of choice, where programs range from a Spanish/English academy to math and science studies at the Detroit Science Center.

The following is a summary of data regarding the Detroit public schools as of the 1992-1993 school year.

Total enrollment 169,819

Number of facilities
elementary schools 165
junior high schools 46
senior high schools 27
other 18 (including African-centered academies)

Student/teacher ratio grades 1-3, 30.1, grades 4-5, 34.1, grades 6-8, 34.1, grades 9-12, 34.1 (1988-1989)

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Michigan University maintains centers throughout metropolitan Detroit

Libraries and Research Centers

The Detroit Public Library, founded in 1865 and the city's largest library, maintains twenty-five branches and five bookmobiles. The main facility houses over 2.7 million book volumes and bound periodicals, in addition to 7,190 periodical subscriptions, over 738,000 microfiche and microfilms, plus recordings and videos. Special collections include materials pertaining to national automotive history, Michigan, the Great Lakes, the Northwest Territory, and Black Americans in the performing arts. The Wayne State University Libraries system is comprised of a central facility with over 2.6 million volumes and four departmental libraries with separate holdings. A United States documents depository, the library has special collections in oral history, children and young people photography, social studies, chemistry, and women and the law.

The University of Detroit Mercy Library maintains collections on such subjects as humor and local color; it is a depository for federal, state, and southeastern Michigan county government documents. The Smithsonian Institution operates the Archives of American Art Midwest Center housed at the Detroit Institute of Arts; it holds a microfilm history of the visual arts in the United States. Other specialized libraries in the city are associated with corporations, hospitals, law firms, cultural organizations, and federal agencies.

Research centers affiliated with Wayne State University conduct activity in such fields as labor and urban affairs, ethnic studies, folklore, bioengineering, human growth and development, automotive research, manufacturing and technology. At centers affiliated with the University of Detroit Mercy, research is conducted in aging and polymer technologies. The Ford Company, an engineering and manufacturing resource specializing in automotive design, has recently opened four research and development centers in southeastern Michigan.

Public Library Information: Detroit Public Library, 501 Woodward Avenue, Detroit, MI 48202-4093, telephone (313)833-1000.

Health Care

Detroit is the primary medical treatment and referral center for southeastern Michigan. Vital factors in the health care industry are the education, training, and research programs conducted by the city's institutions of higher learning. The Wayne State University and University of Michigan schools of medicine, nursing, and pharmacy and allied health services provide area hospitals and clinics with medical professionals and support staff. The University of Detroit-Mercy offers programs in dentistry, nursing, and medical technology, and Madonna University provides a baccalaureate program in nursing. In 1990, nineteen hospitals in the city furnished 6,783 beds and forty-six nursing homes provided 5,922 beds. More than thirty-three hundred physicians practicing in all areas of specialization served Detroit in 1990. The metropolitan area is served by seventy-four hospitals.

The Detroit Medical Center, one of the city's largest health care facilities, is affiliated with Wayne State University; the complex includes Children's Hospital of Michigan, Detroit Receiving Hospital, Grace Hospital, Harper Hospital, Hutzel Hospital, Kresge Eye Institute, Michigan Cancer Foundation, and the Rehabilitation Institute. A 503-bed Veterans Hospital was under development in 1993. Another major facility is Henry Ford Hospital, which operates twenty-seven centers and clinics, among them are oncology, nephrology, and a host of therapy and research facilities, an alcoholism treatment center and home health care programs. Joining the Ford Hospital Group in 1991 were Mercy Hospitals and Health Services of Detroit, which operate the 587-bed Mount Carmel Hospital, Mercy Family Care Centers, and the 375-bed Mercy Hospital. The Henry Ford Health System recently affiliated with the medical school of Case Western Reserve University of Cleveland.

Detroit Macomb Hospital and Saratoga offer general and surgical care; principal suburban hospitals are Beaumont, St. Joseph Mercy, and Providence, which provide a range of specialties. Michigan Osteopathic Medical Center and Detroit Osteopathic Hospital furnish both general and specialized treatment. Among other health care facilities located in Wayne County are Brent General Hospital, Detroit River-view Hospital, Holy Cross Hospital, Sinai Hospital of Detroit, St. John's, Oakwood, and St. Mary's hospitals.

Health Care Information Detroit Medical Center Referral Service, telephone (313)745-5000

Recreation

Sightseeing

Signs of Detroit's revitalization are especially apparent in the downtown district. The most recent innovation is the People Mover, an elevated computerized rail transit system opened in 1987. Each of thirteen stations features artwork characteristic of the neighborhood and can be viewed from the train cars. Hart Plaza, named in honor of the late Senator Philip A. Hart, stands adjacent to Detroit's most visible symbol of renewal—the recently renovated Renaissance Center. Hart Plaza includes the Dodge Memorial Fountain, designed by sculptor Isamu Noguchi. Nearby at the foot of Woodward Avenue, is mounted Robert Graham's sculpture "The Fist," commemorating fighter Joe Louis and considered the city's most controversial piece of art.

The Detroit Zoo in Royal Oak was the first zoo in the United States to make extensive use of barless exhibits; the zoo is home to more than twelve-hundred animals representing four-hundred different species. The new chimpanzee exhibit covers four acres of naturalistic habitat. Other popular exhibits are the penguinarium, reptile house, free-flying aviary, and elephant and rhinoceros houses.

Belle Isle, located in the Detroit River two miles from downtown, was purchased from the Chippewa and Ottawa native Americans and was landscaped as a 1,000-acre city park in 1879 by Frederick Law Olmsted. Belle Isle is the home of the Anna Scripps Whitcomb Conservatory, a nature center, a zoo, the nation's oldest fresh water aquarium, the Dossin Great Lakes Museum, the Scott Fountain, and the Floral Clock.

Boblo Island is located in the Detroit River near the entrance to Lake Erie. Visitors can be transported to this popular amusement park from the Detroit area by ferry boat. Among Boblo's attractions are a historic carousel, a nineteenth-century blockhouse and lighthouse, and a monument erected to the memory of Great Lakes sailors.

Detroit is graced by a number of mansions built by automobile industrialists that are now open to the

public. Meadow Brook Hall, a one hundred room mansion on a 1,400-acre estate on the campus of Oakland University in Rochester, was built by auto baron John Dodge in 1926. Henry Ford's final home, fifty-six room Fair Lane, is located on the University of Michigan's Dearborn campus. The Edsel and Eleanor Ford House, overlooking Lake St. Clair in Grosse Pointe Shores on a 90-acre estate, is built with an authentic Cotswold stone roof and leaded glass windows with heraldic inserts. The Fisher mansion on the Detroit River features original Eastern art works, Italian Renaissance and vintage Hollywood architecture, and more than two-hundred ounces of pure gold and silver leaf on the ceilings and moldings.

Other historic structures in Detroit include Moross House, Old Mariners Church, Sibley House, and Pewabic Pottery, where ceramic Pewabic tiles were first developed. The International Institute of Metropolitan Detroit is an agency for the foreign-born founded by the Young Women's Christian Association (YWCA) in 1919, with a gallery of nations featuring the arts and crafts of forty-three nations.

Arts and Culture

The Detroit Symphony, one of the country's few orchestras with international stature, plays a September to May season of classical and pops concerts at Orchestra Hall as well as a summer season at Meadow Brook, an outdoor amphitheater in Rochester. Michigan Opera Theatre produces classical grand opera, operetta, and musical theater in seasons at the Fisher Theater and at the Masonic Temple Theatre, the group planned to move into the restored Grand Circus Theater in the fall of 1994. The Detroit Concert Band, the nation's only professional concert band, specializes in marches, patriotic tunes, and popular music.

Detroit supports an active theater community. The Attic Theatre specializes in plays by new playwrights and performed by a resident professional company. One of the city's oldest professional companies is the Detroit Repertory Theatre, which stages comedies, dramas, and musicals. The Fox Theatre, the largest movie theater in the United States, was designed by movie palace architect C. Howard Crane in 1928, it has undergone renovation to preserve its Siamese Byzantine interior featuring Far Eastern, Egyptian, Babylonian, and Indian themes and is the site of performing arts events. Another opulent theater facility is the Fisher Theatre, designed by Albert

Kahn, it sponsors Broadway shows. A developing theater district includes the Fox, the State and the Gem theaters. Second City, the comedy troupe, is to establish a presence nearby in the fall of 1993.

Both the Music Hall Center for the Performing Arts and the Birmingham Theatre bring professional touring theater companies to Detroit audiences. Actor's Alliance Theatre Company performs various theatrical works at different locations in the city. Meadow Brook Theatre at Oakland University presents an eight-play season of musicals, classics plays, and new works. Wayne State University's Hilberry Theatre produces classic drama performed by graduate student actors, undergraduate productions are staged at the Bonstelle Theatre. The Cranbrook Performing Arts Theatre in Bloomfield Hills offers orchestra, band, and vocal concerts, in addition to dance and drama, by high school students at the Cranbrook Educational Community. Detroit Youththeatre at the Music Hall presents family entertainment. Other venues for the performing arts are Chene Park Riverfront Theatre, Detroit Center for the Performing Arts, Joe Louis and Cobo arenas, Macomb Center for the Performing Arts, Oakland University Center for the Arts, and the Palace of Auburn Hills.

The Detroit Institute of Arts, established in 1885, is one of the nation's major art museums. Art treasures from throughout the world and covering a historical period of five thousand years, are housed in more than one-hundred galleries. Among the institute's most prized holdings is the four wall mural *Detroit Industry* by Diego Rivera. Also known worldwide is the Henry Ford Museum and Greenfield Village in Dearborn, which Henry Ford founded in 1929 to document America's growth from a rural to an industrial society by exhibiting objects from the nation's material culture. Henry Ford Museum is a fourteen-acre complex housing major collections in transportation, industry, agriculture, and the domestic arts, the museum features one of the world's most comprehensive car collections. Greenfield Village, a 240-acre outdoor museum, gathers on a single site one of the largest collections of historic American homes, workplaces and communities, among them are Thomas Edison's Menlo Park laboratory, the Wright brothers' bicycle shop, and Noah Webster's Connecticut home.

The Detroit Historical Museum in the Detroit Cultural Center was founded in 1928 as an archive of the history and customs of Detroiters. The museum's

collection of more than 250,000 urban historical artifacts is one of the largest such collections in the country. An educational unit of the Detroit Public Schools, the Children's Museum displays collections that focus on African musical instruments, the Inuit, and American folk crafts and toys. The Museum of African American History is dedicated to the contributions of African-Americans in the humanities and creative arts. The Motown Museum is quartered in the former home of Berry Gordy, Jr., Motown's founder, and preserves the music studio and recording equipment used in pioneering the Motown Sound. A gift from singer Michael Jackson in 1987 built the room named for him at Motown Museum. Fort Wayne is home to the National Museum of the Tuskegee Army, an all-black unit of World War II fighter pilots.

Festivals and Holidays

Detroit's downtown riverfront is the scene of a program of ethnic festivals and the Downtown Hoedown from April until Labor Day. June events include the Annual Heritage Fair at the Dearborn Historical Museum, Art on the Pointe, a juried art show at the Ford Estate, and the Muzzle Loaders Festival at Greenfield Village. The International Freedom Festival, begun in 1959, is a summer celebration of the friendship between Canada and the United States, it attracts more than 3 million people and culminates in a large fireworks display on the Detroit River.

On the Fourth of July weekend the Colonial Music and Military Muster at Greenfield Village features uniformed American and British troops in simulated encampment activities. Also in July at Greenfield Village is the Fire Engine Muster with hand-pulled rigs and horse-drawn pumpers in a re-creation of early fire-fighting techniques. The Blues Festival of Detroit, the Henry Ford Day at the Fair Lane Mansion, and the Wyandotte Street Art Fair conclude July activities. The Michigan State Fair at the State Fairgrounds, the nation's oldest state fair, takes place in August, as does the Spirit of Detroit Car Show and the Swap Meets at Historic Fort Wayne. The Montreux-Detroit International Jazz Festival over Labor Day weekend brings together over 100 international artists and local jazz musicians in one of the nation's largest jazz festivals. The Autumn Harvest Festival in Dearborn, the Detroit Festival of the Arts, the Hamtramck Polish Festival, and the Old Car Festival at Greenfield Village are major activities in September.

A major event in November is the Michigan Thanksgiving Day Parade which presents more than seventy floats fifteen helium balloons, twenty-five marching bands, more than nine-hundred costumed marchers, and Santa Claus in one of the nation's largest Thanksgiving Day parades. Other November events include the Detroit Aglow and Symphony Sing-a-Long and the Festival of Trees and Christmas Carnival at Cobo Conference Center. Christmas at Greenfield Village in December features Christmas past and present at over two dozen historic village sites with yuletide meals cooked at open hearths. Other seasonal shows are Noel Night at the Detroit Cultural Center, the Wassail Feast at the Detroit Institute of Arts, and the Christmas dinner at the Fair Lane Manor.

Sports for the Spectator

Detroit supports professional franchises in all the major sports. The Detroit Tigers, the city's oldest team, play their home games in historic Tiger Stadium. The Tigers compete in the eastern division of the American League in the Major League Baseball Association. The Detroit Lions are in the central division of the National Conference of the National Football League. The Lions' home games are held at the Pontiac Silverdome, the nation's largest air-support domed stadium. The Detroit Pistons of the central division of the eastern conference of the National Basketball Association play their home games at the Palace of Auburn Hills, a twenty-thousand seat arena. The Detroit Red Wings of the Norris Division of the Clarence Campbell Conference of the National Hockey League host visiting competitors at Joe Louis Arena located downtown on the riverfront. The Detroit Drive also play their football home games at Joe Louis Arena.

The Detroit Grand Prix, the United States' only Formula One race, brings Grand Prix auto racers from around the world for an event held in Detroit since 1981. The Spirit of Detroit-Budweiser Thunderboat Championship brings super-power hydroplanes to race on the Detroit River in June. Harness Racing is on view at the Hazel Park Harness Raceway, Northville Downs and Ladbroke Detroit Race Courses in Livonia which also offers thoroughbred racing.

Sports for the Participant

The Detroit Department of Parks and Recreation oversees 6,000 acres of park land. More than 350 city parks contain a total of 318 baseball diamonds, 257

tennis courses, six golf courses, and two marinas. Detroit has developed four downtown riverfront parks. Outdoor sports such as swimming, boating, hiking, skiing, fishing, and skating are available at metropolitan parks.

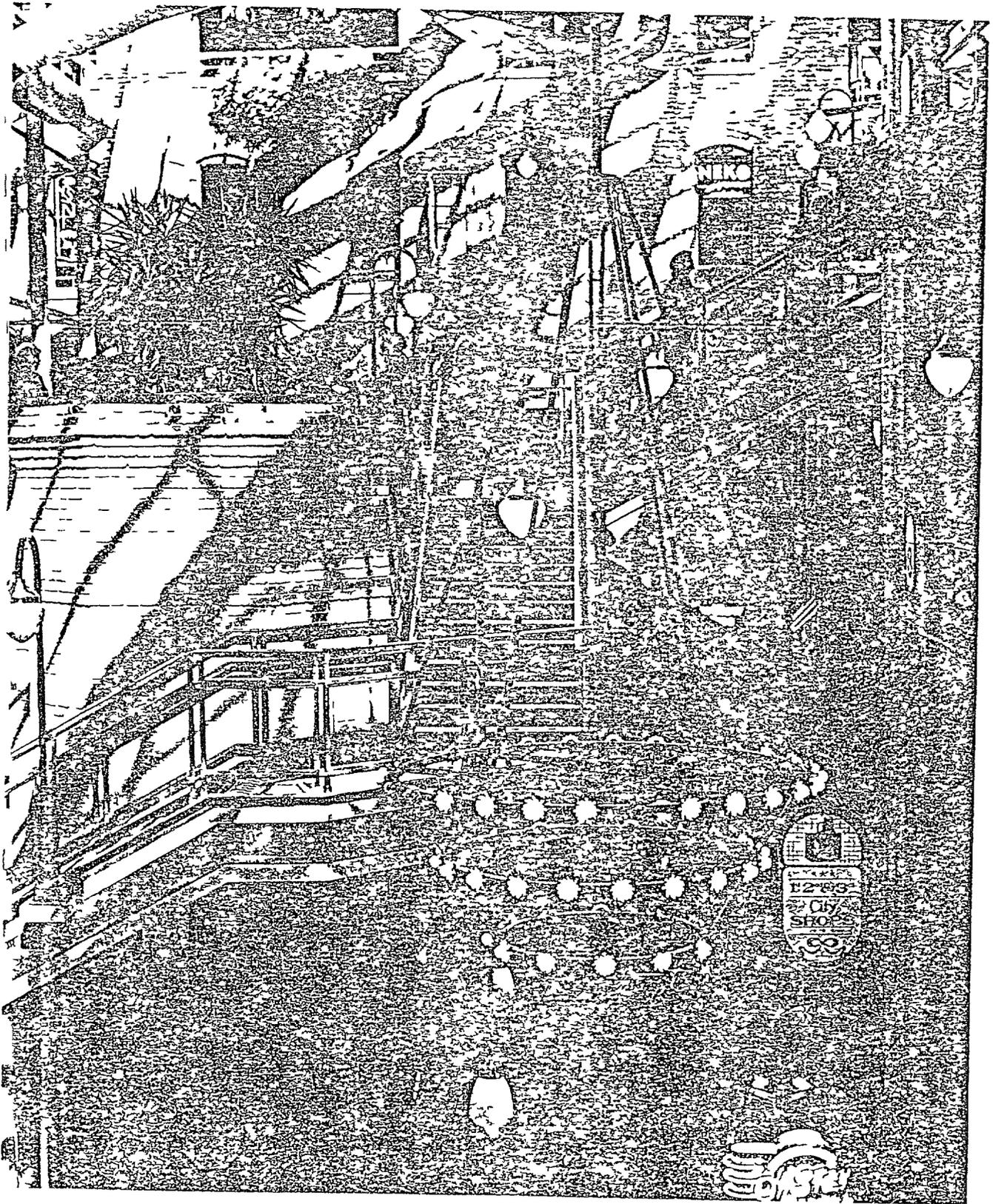
Shopping and Dining

The most visible symbol of Detroit's downtown revitalization is the Renaissance Center, which projects one-eighth of a mile onto the city skyline. This multi-function complex houses eighty retail stores and restaurants and a new centralized shopping area on the first level with public access from Jefferson Avenue. Detroit's New Center Area consists of sixty blocks forming a "city within a city." Eastern Market, the largest flower-bedding market in the world and an outlet for fresh meats and produce, attracts farmers from the Midwest and Canada. Adjacent to Eastern Market are specialty stores selling fresh meat, poultry, gourmet foods, and wines.

Greektown and International Center, a popular Detroit tourist spot, features bakeries, restaurants, bars, and coffeehouses. Trappers Alley, first established by Taugott Schmidt in the 1850s, is today a five-level mall in the heart of Greektown with more than seventy-five fashion stores, gift boutiques, and ethnic restaurants. Bricktown, located in a refurbished sector of downtown, is anchored by an art gallery selling Oriental vases, Persian rugs, and antique furniture.

In recent years a number of venerable Detroit dining institutions have been forced to close their doors and have given way to less formal—and less pricey—establishments. However, elegant dining experiences are still possible in such settings as a restored forty-two-room mansion, a brick fish house, and at Opus One, selected by *Food and Wine* magazine as a 1992–1993 Distinguished Restaurant of North America. Detroit is home to some outstanding Italian restaurants, Creole, Japanese, Chinese, Lebanese, Ethiopian, Thai, Indian, and Turkish cuisine are included among the other ethnic choices.

Visitor Information Metropolitan Detroit Convention and Visitors Bureau, 100 Renaissance Center, Suite 1950, Detroit, MI 48243-1056, telephone (313)259-4333, City Activities and Events, telephone (313)224-3755, Detroit Dept. of Public Information, 608 City-County Building, Detroit, MI 48226, telephone (313)224-3755



Trappers Alley, built in the 1850s, is today a five-level mall in the heart of Greektown

Convention Facilities

Detroit's principal meeting facilities are clustered in the Detroit Civic Center, which stands at the edge of the Detroit River on the approximate site where the city's founder embarked in 1701. The Civic Center consists of five complexes: Cobo Conference/Exhibition Center, Cobo Arena, Joe Louis Arena, Hart Plaza, and the Veterans Memorial Building.

Completed in 1989, Cobo Conference/Exhibition Center contains a total of seven-hundred thousand square feet of meeting and exhibit space in five halls. The adjacent Cobo Arena, with a seating capacity of 11,000 people, is used for conventions and shows as well as large functions such as concerts and sports events. Joe Louis Arena, named for the heavyweight boxing champion, was the site of the 1980 Republican National Convention and hosts major events. The Veterans Memorial Building, the original Civic Center structure built in 1950, houses a ballroom and meeting rooms.

Convention and meeting facilities are also available at the Detroit Historical Museum, the Detroit Institute of Arts, the Detroit Fox Theatre, Orchestra Hall, the Renaissance Club, the Michigan Exposition and Fairgrounds, and even Tiger Stadium, as well as at Henry Ford Museum, the Detroit Zoo, restored estates and historic sites, suburban civic centers, college and university campuses, and on yachts and riverboats. All major downtown and suburban hotels and motels offer meeting accommodations for both large and small functions.

Convention Information Metropolitan Detroit Convention and Visitors Bureau, 100 Renaissance Center, Suite 1950 Detroit, MI 48243-1056, telephone (313)259-4333

Transportation

Approaching the City

Detroit Metropolitan Airport (Metro), one of the busiest in the United States, is located 22 miles from downtown in Romulus. Served by seventeen airlines with one-thousand daily flights, Metro is the major hub for Northwest Airlines. Commercial service is also available into Detroit City Airport on the city's

east side, 6 miles from downtown destinations for charter and private air traffic are Willow Run Airport and Oakland-Pontiac Airport. Amtrak provides passenger rail transportation to Detroit from Chicago, a two-hour route on "bullet trains" was being sought in late 1992.

Six interstate highways and several limited-access expressways serve the Greater Detroit area. Interstate-75, with its northern terminus in Michigan's Upper Peninsula, extends through the city from north to southwest, north of downtown it is called the Chrysler Freeway, and southwest of downtown it is the Fisher Freeway. Interstate-375 connects the Fisher and Chrysler Freeways. East-west I-94, known as the Ford Freeway, is the primary connection from Detroit Metropolitan Airport. West-northwest I-96, the Jeffries Freeway, approaches Detroit from Muskegon, Grand Rapids, and Lansing. Interstate-696, the Walter Reuther Freeway, is the main east-west route across the northern suburbs in Macomb and Oakland counties. Interstate-275 is a north-south bypass on the city's west side, linking I-75 and I-96. Other major routes leading into Detroit are north to west U.S. 10 (Lodge Freeway) and north-south S.R. 39 (Southfield Freeway). Canadian Highway 401 enters Detroit from Windsor via the Detroit/Windsor International Tunnel and the Ambassador Bridge.

Traveling in the City

Most Detroit streets conform to a grid system. East-west streets are labeled "mile road" in ascending order northward, north-south streets are named. The northern boundary of the city is Eight Mile Road. Superimposed on the downtown grid are hubs and squares, the focal point being Kennedy Square and Cadillac Square in the center of the business district. Radiating from this hub are east-west Michigan Avenue, northeast Monroe Street, and east-west Fort Street. The largest hub is Grand Circus Park, which is bisected by Woodward Avenue, a main north-south thoroughfare. Jefferson Avenue follows the curve of the Detroit River and Lake St. Clair past Belle Isle through the Grosse Pointes into Harrison Township and downriver past Wyandotte to Grosse Ile.

Detroit is served by two public transportation systems: the Detroit Department of Transportation (DDOT) and the Suburban Mobility Authority for Regional Transport (SMART). The People Mover, a 2.9-mile elevated rail circuit, provides travel to major downtown sites from thirteen stations. Old-time trolleys run shuttle routes between Grand Circus

Park and Cobo Conference/Exposition Center and the Renaissance Center

Communications

Newspapers and Magazines

The Detroit News (evening) and the *Detroit Free Press* (morning) are the city's two major daily newspapers, they publish joint editions on Saturday, Sunday, and holidays *Detroit Monthly* with a circulation of nearly 100,000 readers, is a magazine that reports on issues and events of local interest

A number of nationally circulated periodicals originate in Detroit Among them are *Solidarity* a monthly publication of the United Automobile Workers, *Better Investing Manufacturing Engineering Autoweek* a weekly magazine for car enthusiasts, and *Automotive News* and *Auto World* auto industry magazines *Football News* publishes twenty issues during the football season

Television and Radio

Detroit television viewers receive broadcasts from eight stations three national networks affiliates, three independent, one public, and one Canadian Pay and cable television services are available in the Detroit metropolitan area Fifty-five AM and FM

radio stations schedule a full range of formats The most popular is adult contemporary music, other formats include adult-oriented rock, black and black contemporary, motown, classic rock, easy listening, jazz, middle of the road, modern country, news and news-talk, pop, oldies, sold gold and urban contemporary rhythm and blues Two of the AM stations with 50,000-watt capacity enjoy a longstanding popularity throughout the Midwest, one FM station was the first in the country to offer a full-time news-talk format

Media Information Detroit News and Detroit Free Press, 615 Lafayette Blvd, Detroit, Michigan 48231, telephone (313)222-2300, and, *Detroit Monthly* 1400 Woodbridge, Detroit, MI 48231, telephone (313)446-6000

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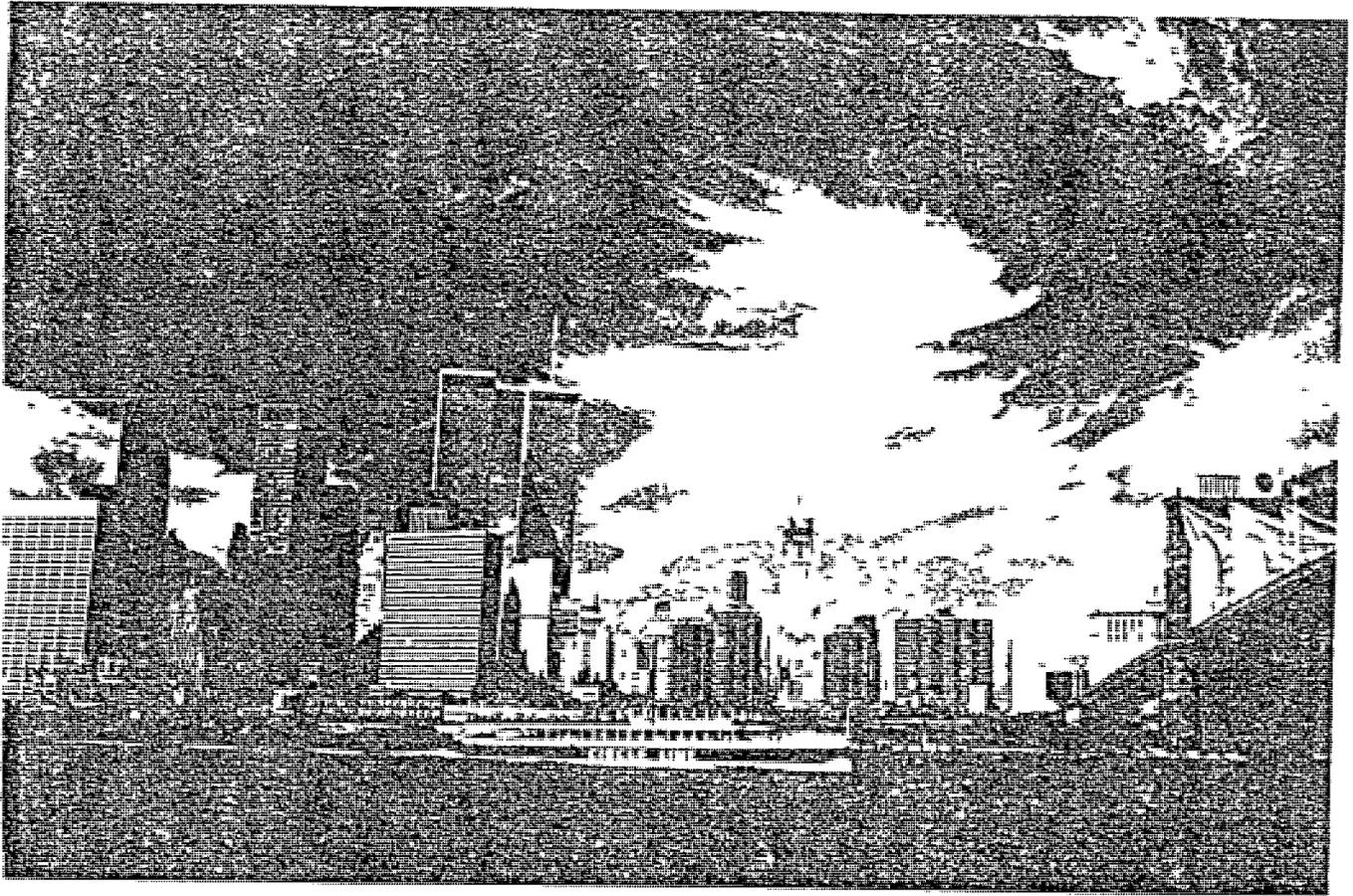
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New York



The City in Brief

Founded 1613 (incorporated, 1898)

Lead Official Mayor David N. Dinkins (D) (since 1989)

City Population

1970 7,896,000

1980 7,071,639

1990 7,322,564

Percent change, 1980-1990 3.5%

US rank in 1980 1st

US rank in 1990 1st (State rank 1st)

Metropolitan Area Population (PMSA)

1970 9,077,000

1980 8,275,000

1990 8,547,000

Percent change, 1980-1990 3.3%

US rank in 1980 1st (CMSA)

US rank in 1990 1st (CMSA)

Area 308.9 square miles (1990)

Elevation 50 to 800 feet above sea level

Average Annual Temperature 54.0° F

Average Annual Precipitation 69.0 inches

Major Economic Sectors Services, government, trade

Unemployment Rate 10.6% (September 1992)

Per Capita Income \$12,926 (1987)

1992 (2nd Quarter) ACCRA Average Home Price \$428,750

1992 (2nd Quarter) ACCRA Cost of Living Index 221.6 (US average = 100.0)

1991 FBI Crime Index Total 678,855

Major Colleges and Universities City University of

New York, John Jay College of Criminal Justice

Mt. Sinai School of Medicine, State University of

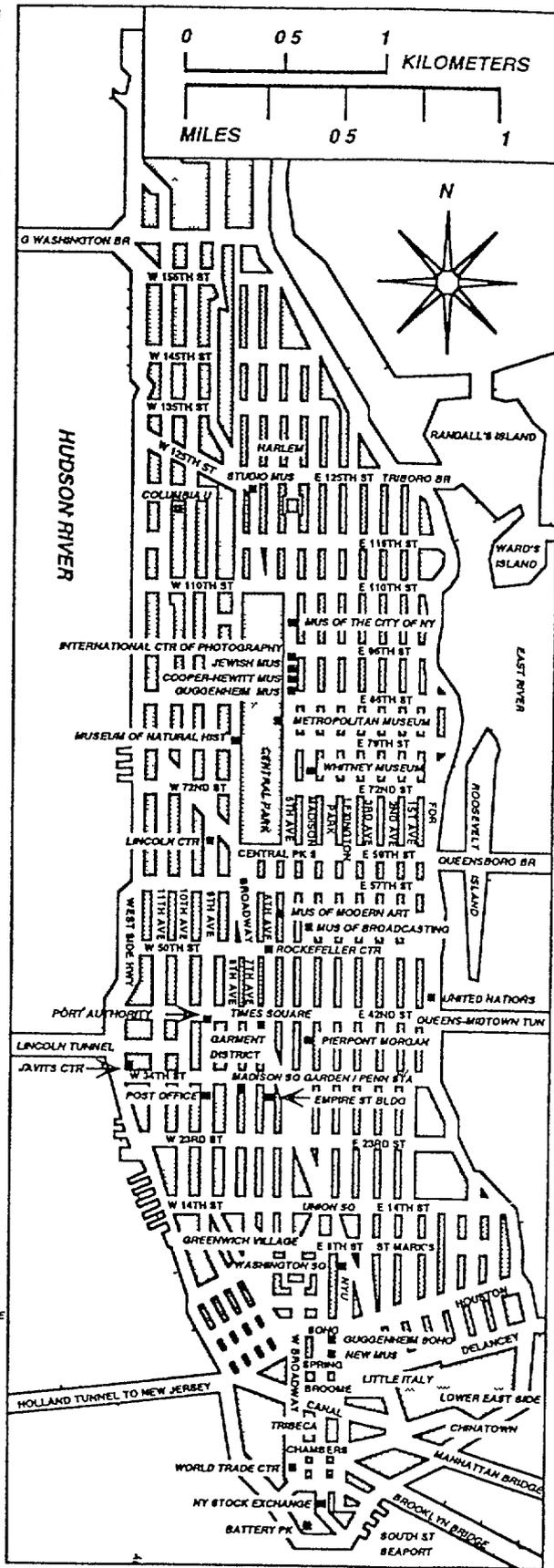
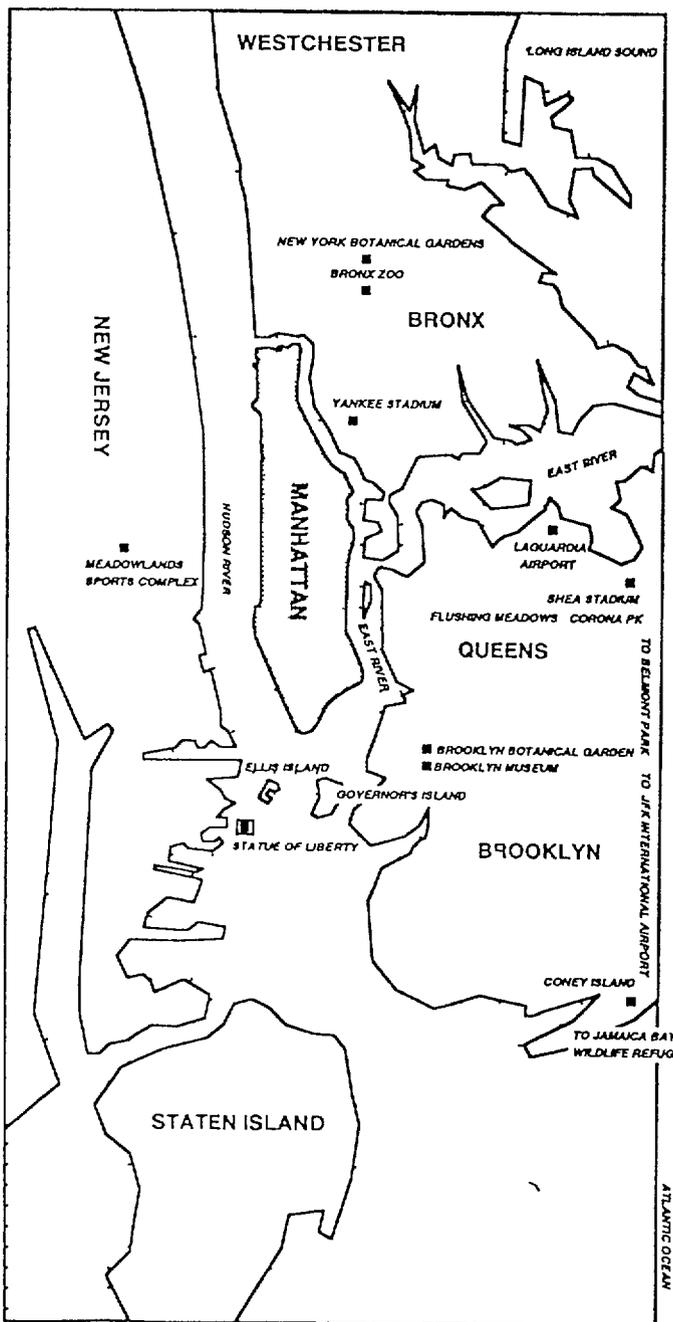
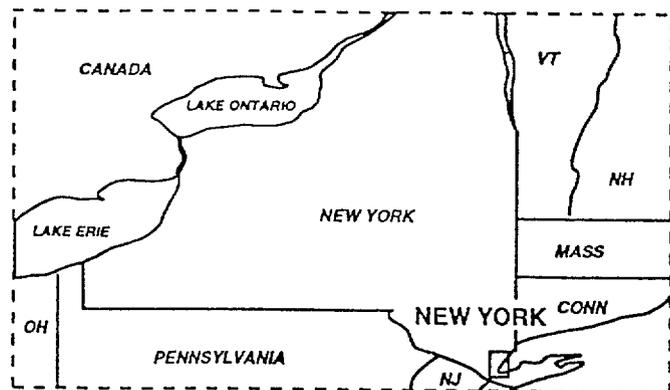
New York's Downstate Medical Center and Mar-

itime College New York University, Columbia

University Juilliard School

Daily Newspapers *The New York Times* *New York Daily News* *Newsday*





Introduction

The Big Apple, the City That Never Sleeps New York is a city of superlatives America's biggest, most exciting, its business and cultural capitals, the nation's trendsetter The city seems to pull in the best and the brightest from every corner of the country The city's foreign flavor has been nuanced by decades of immigrants whose first glimpse of America was the Statue of Liberty guarding New York Harbor—and by large expatriate communities such as the United Nations, headquartered there Just minutes from the multimillion-dollar two-bedroom co-op apartments of Park Avenue, though, lies some of the most dire urban poverty in America, and the attendant crime affects all New Yorkers But for all its even million residents, New York remains a city of neighborhoods, whether it's avant garde Greenwich Village, bustling Harlem, the ultra-sophisticated TriBeCa or one of the half-dozen ethnic enclaves such as Little Italy or Chinatown

Geography and Climate

New York, located on the Atlantic Coastal Plain at the mouth of the Hudson River, is a city made up mostly of islands Of the city's five boroughs, only the Bronx is contiguous to upstate New York The larger metropolitan area takes in Long Island, northern New Jersey and southwestern Connecticut Commuters now live as far away as eastern Pennsylvania The city lies at the conjunction of the Hudson and East Rivers with New York Bay leading to the Atlantic Ocean The weather is mostly continental with the ocean moderating summer temperatures

Area 308.9 square miles (1990)

Elevation 50 to 800 feet above sea level

Average Temperatures January, 32.2° F, August, 74.9° F, annual average, 54.0° F

Average Annual Precipitation 69.0 inches

History

Islands Draw Dutch, English Settlement

The abundant waterways surrounding modern-day New York made the area an ideal base for Algonquian tribes, who lived on the banks of the harbor Italian explorer Giovanni da Verrazano was the first European to arrive in the region, landing at Staten Island in 1524 Henry Hudson, however, became the first to reach Manhattan in 1609 and then sailed up the river which would later bear his name Hudson's mission had been to look for the fabled Northwest Passage to the Orient Although English, Hudson represented a Dutch concern The Dutch West India Company dispatched the first permanent settlers to Manhattan Island in 1624 They established Fort Amsterdam, which grew into the town of New Amsterdam as more settlers arrived In 1626, the fledgling town's governor, Peter Minuit, bought Manhattan—meaning "Island of Hills"—from the Canarsie tribe for twenty-four dollars' worth of beads and trinkets, locals sometimes cite this transaction as one of the last real estate bargains in New York

New Amsterdam's population grew to roughly 1,000 people by the 1650s, but strife between Europeans and local Native Americans—who resisted being taxed by the settlers—also escalated The Dutch West India Company, fearing the strife could hurt its economic interests, selected the autocratic Peter Stuyvesant to end the troubles Stuyvesant, who was fitted with a decorated wooden leg and known as "Hardheaded Pete," was able to restore peace locally, but during his seventeen year rule the Dutch and the English fought three naval wars The English early recognized the trading potential of the site Finally, in 1664, English war ships arrived in New York Harbor Stuyvesant surrendered and the town was renamed New York in honor of the Duke of York New York prospered under English rule The population swelled to 7,000 people by 1700 The first newspaper, *The New York Gazette* was published in 1725 and King's College, now called Columbia University, opened in 1754

New York has always thrived on rough and-tumble politics, beginning as early as the Revolutionary War era The Stamp Act Congress, which protested unfair taxes levied by the British rulers, met there in 1765 and five years later New Yorkers first clashed with British troops American forces took control of New York at the start of the war, but British troops

recaptured the area after the Battle of Long Island in 1776 and held New York until the end of the war in 1783. Two years later, New York was made the temporary capital of the new nation and was the seat of Congress until 1790. George Washington was inaugurated as the first president there in 1789.

New Residents Bring Growth, Challenges

New York was not a center of abolitionist sentiment during the Civil War, merchants feared trade with important Southern industries would be damaged. When army conscription was established in 1863 to fill dwindling Union ranks, riots broke out that eventually killed about 1,000 people, including many blacks who were lynched. Order was not restored until troops arrived from Gettysburg to quell the disturbances.

New York was once smaller than the other two colonial centers, Philadelphia and Boston. But its importance as the major East Coast port brought millions of immigrants, many of whom settled in ethnic ghettos. German, Irish and other northern European immigrants flocked to the city throughout the 1800s, drawn by the lure of working on the city's docks and in its mills. By the last two decades of that century, Italian and many eastern Europeans also began arriving. With them came a variety of religions, including Catholicism, which heightened cultural and racial tensions between old and new residents. The immigrants, many of whom did not learn English, came to depend on the Democratic Party-controlled Tammany Hall, a political machine that dispensed jobs and advice to immigrants in return for their votes. Led by William 'Boss' Tweed, Tammany Hall eventually collapsed from its own corruption, and Tweed himself was arrested in 1871 on charges of cheating the city of as much as \$200 million.

Various incarnations of Tammany Hall struggled to rule the city until Fiorello La Guardia, nicknamed 'The Little Flower,' was elected mayor in 1934. La Guardia, for whom one of the city's two major airports is now named, brought a spirit of reform to a city \$30 million in debt in the middle of the Great Depression. He restored fiscal stability during his tenure, which ran until 1945, fought growing crime, and also introduced public welfare services to the city. New York's place as a world capital was bolstered in 1946 by its selection as headquarters for the United Nations World Fairs, the first in 1939

featuring the introduction of television, and a second in 1964 further enhanced the city's reputation.

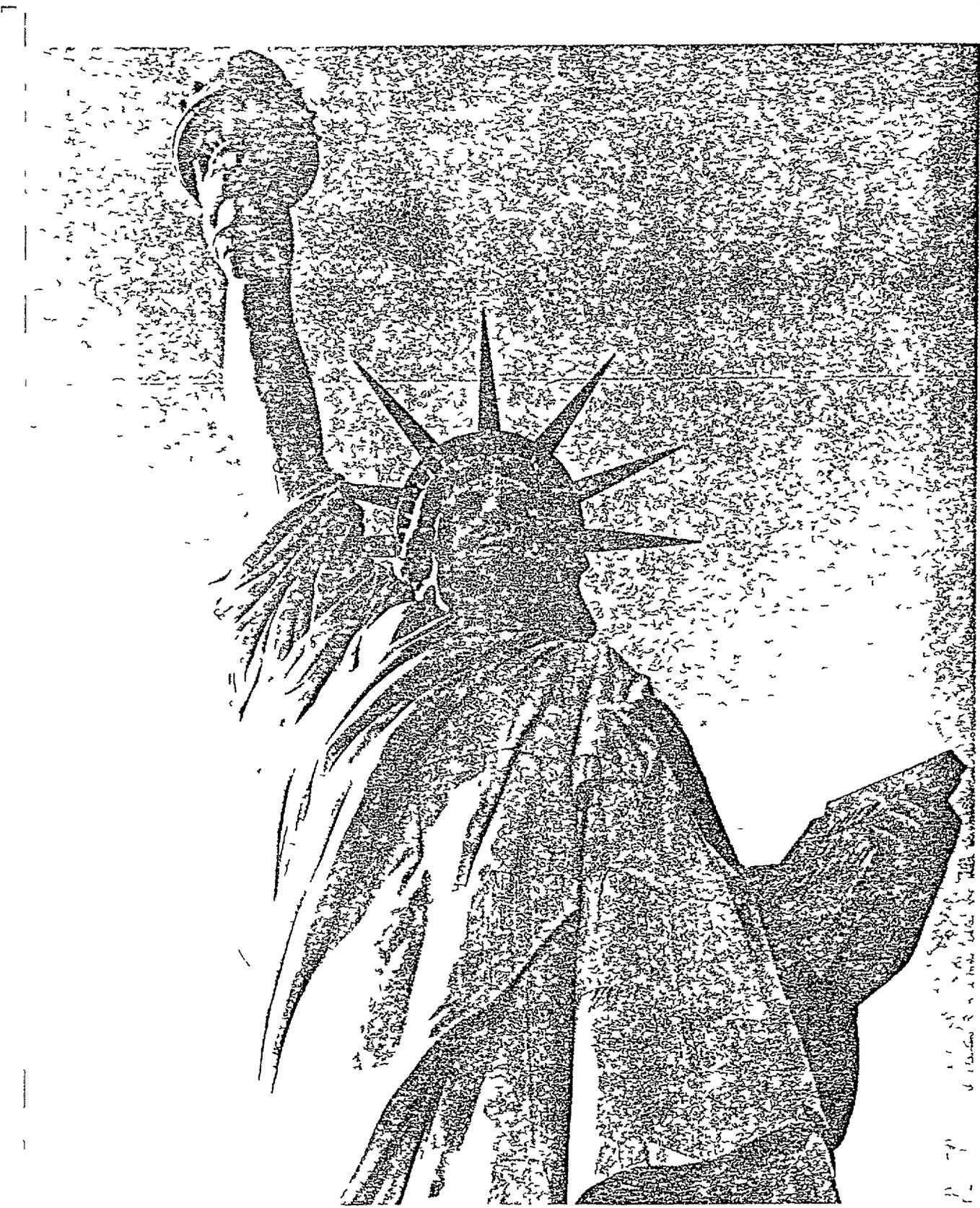
Growth Balanced by Reform

As the science of civil engineering grew, so did the city. Brooklyn, for example, was fairly isolated from the rest of the area until the Brooklyn Bridge was finished in 1883. But Brooklyn and three other then-separate boroughs—the Bronx, Queens and Staten Island—did not join with Manhattan to become New York City as it is known today until 1898. Manhattan then counted the largest population, but the expanding network of bridges and tunnels leading to and from the island encouraged residents to spread to outlying areas.

By the 1960s, though, the city seemed nearly ungovernable. Striking transit workers shut down all subway and bus service—in a city dependent on mass transit—in 1966. A 1968 garbage workers' strike left mountains of trash to pile up on hot city streets for nine days. Police and firefighters struck in 1971 and by 1975 the city faced bankruptcy or a default on its bond payments. A bailout from the federal government helped stabilize the crisis. Into that void stepped Edward Koch, first elected mayor in 1978, who helped return the city to a delicate balance between competing social forces and introduced his trademark phrase "How am I doing?" In 1989 David N. Dinkins became New York City's first African-American mayor, inheriting the stewardship of a city mired in the worst recession in the post-World War era and whose demise is predicted daily, as has been the case throughout its history.

New York City's reputation as the cultural capital of the world is based on the number of prestigious institutions located there, including museums, theaters, galleries, and universities. The city remains the business capital of the country and is home to dozens of Fortune 500 corporations.

Historical Information New York Historical Society, 170 Central Park West, New York, NY 10024-5194, telephone (212)873-3400



The Statue of Liberty a symbol of hope to immigrants, presented to the United States by France on July 4 1884

Population Profile

Metropolitan Area Residents (PMSA)

1970 9,077,000

1980 8,275,000

1990 8,547,000

Average annual percent change, 1980–1988 0.4%

Percent change 1980–1990 3.3%

US rank in 1980 1st (CMSA)

US rank in 1990 1st (CMSA)

City Residents

1970 7,896,000

1980 7,071,639

1990 7,322,564 (of which, 3,437,687 were males and 3,884,877 were females)

Percent change 1980–1990 3.5%

US rank in 1980 1st

US rank in 1990 1st (State rank 1st)

Density 23,703.5 people per square mile (1990)

Racial and ethnic characteristics (1990)

White 3,827,088

Black 2,102,512

American Indian, Eskimo, Aleut 27,531

Asian and Pacific Islander 512,719

Hispanic (may be of any race) 1,783,511

Percent of residents born in state 74.2% (1990)

Age characteristics (1990)

Population under 5 years old 509,740

Population 5 to 17 years old 1,176,978

Population 18 to 20 years old 313,139

Population 21 to 24 years old 464,799

Population 25 to 44 years old 2,486,000

Population 45 to 54 years old 773,842

Population 55 to 59 years old 319,941

Population 60 to 64 years old 324,788

Population 65 to 74 years old 531,731

Population 75 to 84 years old 319,032

Population 85 years and over 102,554

Median age 33.7 years (1990)

Births (1988)

Total number 127,448

Deaths (1988)

Total number 77,784 (of which, 1,684 were infants under the age of 1 year)

Money income (1989)

Per capita income \$12,926 (1987)

Median household income \$29,823

Total households 2,816,274

Number of households with income of

less than \$5,000 251,969

\$5,000 to \$9,999 317,334

\$10,000 to \$14,999 212,526

\$15,000 to \$24,999 428,978

\$25,000 to \$34,999 395,984

\$35,000 to \$49,999 448,153

\$50,000 to \$74,999 412,124

\$75,000 to \$99,999 169,956

\$100,000 to \$149,999 108,061

\$150,000 or more 71,189

Percent of families below poverty level 16.3%

(35.3% of which were female householder families in poverty)

1991 FBI Crime Index Total 678,855

Municipal Government

New York City operates under the mayor-council form of government. The mayor and the council president are elected in a citywide election, and fifty-one council members are elected from as many districts, all serve four-year terms. The council president presides over meetings and may vote only in case of a tie.

Head Official Mayor David N. Dinkins (D) (since 1989, current term expires November, 1993)

Total Number of City Employees 236,737 (estimated filled full-time positions, 1992)

City Information Municipal Reference Library, telephone (212)788-8590

Economy

Major Industries and Commercial Activity

Hundreds of nationwide corporations make their home in New York, from finance to insurance to advertising. New York City leads the country in the number of Fortune 1000 companies headquartered there, including ninety-three of the world's largest.

banks, twenty-five of the country's top securities firms, and twenty one of the country's fifty leading law firms. The city's biggest industry is publishing, with more printing plants than anywhere else in the United States publishing one-sixth of the nation's printed material. New York's clothing industry is headquartered in the Garment District near Times Square, where hundreds of factories employ more than 100,000 people. New York ranks third, after Chicago and Los Angeles, as a manufacturing center. Tourism, fueled by huge advertising campaigns, is also a key industry. More than half of tourists coming to the city list art or culture as the primary reason to visit. New York City ranks as one of the great cultural centers of the Western world, and thirty-five thousand jobs are directly attributable to the city's cultural activity with another 117,000 jobs generated indirectly. The service industries that account for seventy-eight percent of the gross state product—ranked third nationwide—are concentrated in New York City. More than nine thousand restaurants in New York City employ some 180,000 people.

Items and goods produced published goods, clothing, chemicals, food products, furniture, machinery, paper products, textiles

Incentive Programs—New and Existing Companies

Government and business leaders have asserted in recent years that New York City has aimed, with little success, at propping up failing businesses while ignoring the growth industries (finance, communications, international trade) that might generate more jobs. Economic development since the early 1980s has tended to focus on across-the-board tax exemptions, with private real estate developers the primary beneficiaries, or on large financial incentive packages for large companies threatening to leave the city. Many city programs are geared to assisting traditional manufacturers, despite the fact that the manufacturing sector has been losing jobs. At the same time, only \$1 million is earmarked for small businesses, although analysts contend that about half of all new jobs come from new companies. In an effort to address these problems, Mayor Dinkins's Management Advisory Task Force proposed in 1992 the establishment of a development bank with substantial financing for long term, job-intensive projects that would be effectively insulated from politics. Financing was being sought for that purpose. Also in 1992 new ground was broken in the city's efforts to halt the exodus of businesses when for the first time

the city offered tax incentives to retain a department store chain.

The Port Authority of New York and New Jersey whose twelve directors are appointed by the governors of those two states, has been described by *The New York Times* as 'one of the region's few effective development agencies.' Its mission is to promote trade through the region's harbor and airports. Since its formation in 1921, the port authority has invested more than \$20 billion in regional infrastructure, renewal, and development.

State programs—New York State's progressive tax structure combines tax credits, deductions, exemptions, and write-offs to help reduce the tax burden on businesses. A variety of state financial incentives are available, including those offered through the Regional Development Corporation, New York Job Development Authority, Urban Development Corporation, and location in Economic Development Zones. A solid city-state partnership saw New York State providing a \$9.1 million tax reduction to keep Morgan Stanley in the city. The state also provided \$48.7 million in energy savings and \$16.7 million in tax relief to keep five thousand Prudential Securities jobs there.

Local programs—The East Coast Council, a union board that negotiates wage rates for small firms, was created in response to a boycott by major Hollywood studios protesting high union labor costs in New York City. To stem the exodus of nonprofit organizations from the city, Mayor Dinkins has announced a plan whereby office space on Wall Street would be available to such organizations headquartered at the new Association Center.

Other programs and incentives—Con Edison offers reduced rates for qualifying businesses and pays rebates for the installation of energy-efficient equipment. Con Edison also offers to inform those thinking of starting, expanding, or relocating a business of the many forms of assistance available from state and local governments.

Development Projects

The economic downturn of the late 1980s—early 1990s has stalled projects and left an office glut in Manhattan. The \$2.5 billion redevelopment of Times Square, comprising four new office towers was scheduled to begin in 1993. That project has been put on an indefinite hold, with overdevelopment of city real estate cited as a reason. (Times Square does boast

several sleek new hotels) Efforts will instead focus on restoration and programming of 42nd Street theaters. Meanwhile, large sums are being spent to improve the city's infrastructure, in 1992 the New York region was a primary beneficiary of hundreds of millions of dollars in federal mass-transit subsidies and money for upgrading its rail systems. Plans for a \$450 million commodities trading center in TriBeCa (short for the Triangle Below Canal), which is fiercely opposed by neighborhood groups, are being scaled down as firms find cheaper office space elsewhere. Construction of a federal office building scheduled for completion in 1994 was halted by the 1991 discovery of a colonial-era black burial ground on the site, considered by some to be one of the nation's most important archeological finds in this century. AMTRAK has been considering the transformation of the imposing General Post Office building in mid-Manhattan into a new station, a project expected to cost well over \$100 million.

New York City's 578 miles of rundown waterfront property long a source of contention between environmentalists, developers, and politicians, is slowly being reclaimed as it is recognized that development and conservation issues must be addressed pragmatically. It is expected that in the next several years, every borough will be provided with at least some new access to the waterfront.

Brooklyn is emerging as New York City's third business hub, after Wall Street and mid-Manhattan, the result of \$2.5 billion in new downtown construction of offices, stores, and restaurants anchored by MetroTech, a \$1 billion commercial and academic complex. Other major projects are Renaissance Plaza, where the Hilton opened downtown Brooklyn's first major hotel since the 1930s, and the commitment by New York City of \$78 million to the Atlantic Center, a long-stalled retail and housing development atop the Long Island Rail Road Terminal at Atlantic and Flatbush Avenues.

Economic Development Information Port Authority of New York and New Jersey, Office of Business Development, 1 World Trade Center, 54 South, New York, NY 10048, telephone (212)435-4469, Con Edison Headquarters, John R. Manak, Manager, or Frank J. Pentecost, Administrator, Room 830, 4 Irving Place, New York, NY 10003, telephone (212)460-4153 or (212)460-4748, Fax (212)228-1719.

Commercial Shipping

High-technology railroad flat cars carry half or more of imports to the New York region from the West Coast via a land bridge that has cut the amount of tonnage handled by the ports of New York and New Jersey from a national high of fifteen percent in 1960 to six percent in 1992. The Port Authority of New York and New Jersey, which oversees New York Harbor, predicts that a shift in export manufacturing from North to South Asia may help the region restore some of its former position as an international maritime leader. The Port Authority owns and operates the twin towers of the World Trade Center, where many of the largest trading firms are based.

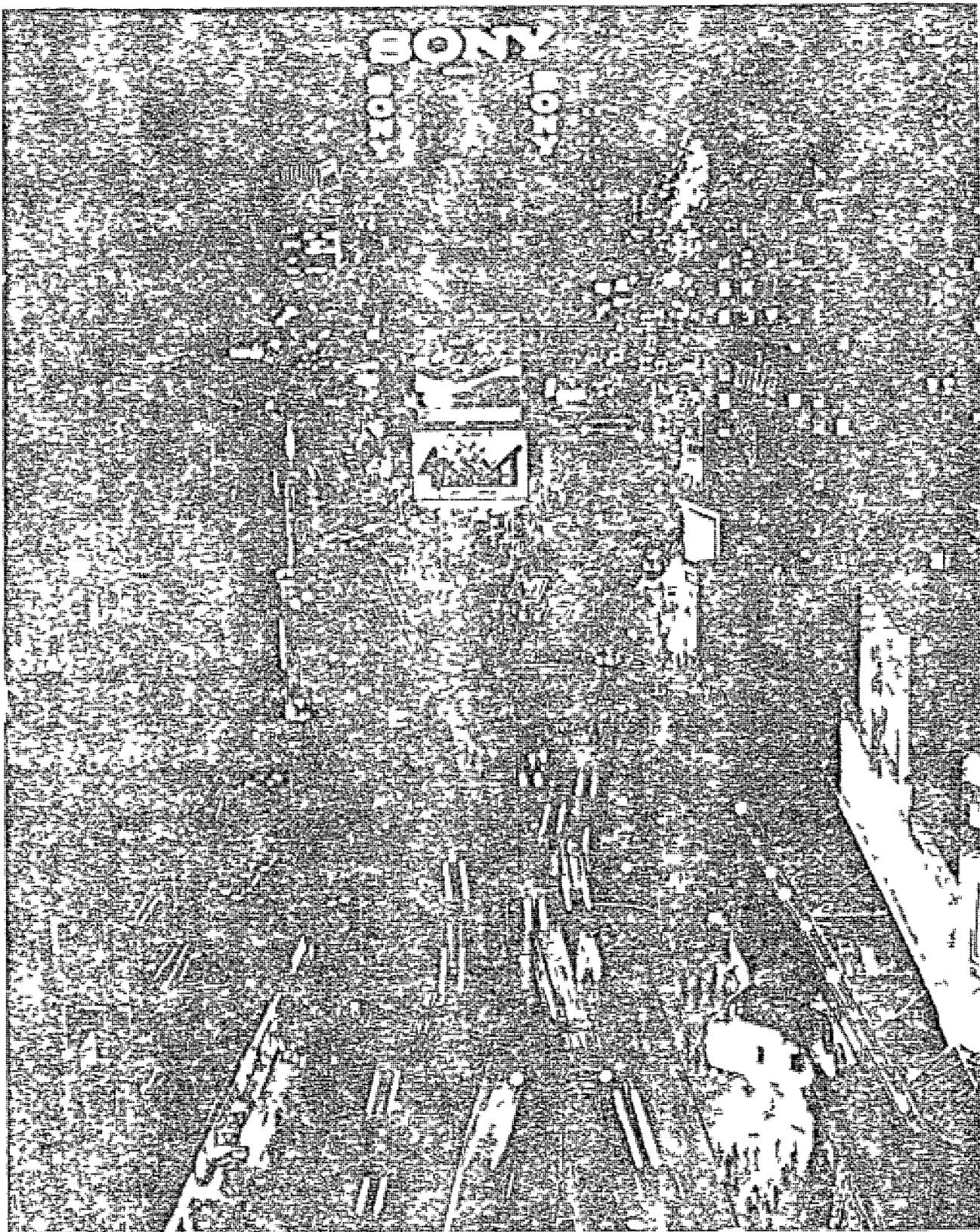
New York now maintains two Foreign Trade Zones—one at the Brooklyn Navy Yard and a second at Kennedy International Airport—that are legally outside U.S. Customs territory and permit importers to store or assemble goods and thus decrease certain duty charges.

Labor Force and Employment Outlook

For all the financial giants that impact world economics, ninety-eight percent of New York firms employ one hundred or fewer workers. A recent survey of New York City businesses found that a majority of them considered the quality of mid- and upper-level workers in the city to be as good as or better than elsewhere, however, thirty-seven percent of them rated entry-level workers as worse.

The 1990 census reported that New York City's population for the first time has a majority comprised of minority groups. Local analysts are not optimistic about the city's ability to attract and keep that part of the population in the prime working years, ages 35–44, for whom the city's appeal has always been weakest, in the face of declining services, school funding cuts, and a predicted raise in taxes. However, New York City is still considered "the place to be" for law firms, publishing houses, advertising and media companies, architects, fashion designers, actors, and painters, and those professions account for about a quarter of the workforce. It is estimated that one-third (one hundred thousand) of the working authors in the United States live in New York City, which is also said to be home to more actors than any other city.

The stock market crash of 1987 and the recession that began in 1988 resulted in the loss of more than one hundred thousand jobs in New York City by



Times Square, called The Great White Way is known for its neon movie houses, theaters, stores and crowds

1992 Although the city is still the headquarters for many of the world's largest investment banking houses, New York's financial institutions face competition within their industry and from others entering the field and taking away their customers. The deregulated broadcast industry has been forced to compete against cable for audiences and advertising revenue. The merger frenzy in the 1980s, together with a trend in companies going private, has reduced the number of publicly owned companies, depriving accountants, lawyers, advertisers and other support services of clients. Although these industries have shed thousands of jobs, local analysts believe that they continue to face major restructuring.

New York City's reputation as the world capital of the retail industry has been severely damaged in recent years by the closing of scores of department stores. Those closings, together with the shift of retailing, data processing, and corporate services to the suburbs, and the increased presence of computers and telecommunications, have made entry-level jobs most obsolete.

The employment rate for teenagers, traditionally lower in New York City than in the United States as a whole, declined from about 30 percent in 1960 to 16.9 percent in 1991, and shows no sign of improvement. Layoffs and a steadily increasing number of immigrants continue to make competition for jobs tough.

New York City has tended to suffer less than other cities during economic downturns, but that has not been the case with the recession that began in 1988. It was expected to hit bottom there in 1992. During that period, the health care and pharmaceutical industries were among the few that experienced growth. The outlook for teachers is good; it is predicted that two hundred thousand new students will enter New York City schools by the year 2000.

In a report released in July 1992, the Federal Home Loan Bank of New York said that declining commercial rents and a slowdown in wage increases were making the region more attractive to business. Office rents had plummeted by as much as forty percent since the late 1980s. While wages remained far higher than elsewhere in the country, wage differences in the retail trade and service industries had begun to narrow.

The following is a summary of data regarding the New York metropolitan area labor force as of August 1992.

Size of nonagricultural labor force 3,263,300

Number of workers employed in

mining 200

construction 87,600

manufacturing 296,600

transportation and public utilities 203,700

wholesale and retail trade 517,200

finance insurance and real estate 484,700

services 1,066,100

government 607,200

Average hourly earnings of production workers employed in manufacturing \$10.30 (1991 average)

Unemployment rate 10.6% (September 1992)

Largest employers

Among New York's largest employers are the Fortune 500 and Fortune 1000 companies who make their headquarters in the city, including Exxon, Mobil, IBM, Time Inc., Lever Brothers, and Harcourt-Brace-Janovich.

Cost of Living

New York is by far the nation's most expensive city in which to live. Consumer prices in the city rose 15.9 percent from the end of 1989 to mid-1992, compared to an increase of 13.9 percent elsewhere in the nation. The city's unique rent control policies provide cheap rent to long-ensconced residents—who tend to be middle class or affluent—while leaving often indigent newcomers to fend for themselves on the open market. The 1990 median house price in Rockland County was \$187,000, an increase of 79 percent over the period 1986–1990.

The following is a summary of data regarding several key cost of living factors in the New York area.

1992 (2nd Quarter) ACCRA Average Home Price
\$428,750

1992 (2nd Quarter) ACCRA Cost of Living Index
221.6 (U.S. average = 100.0)

State income tax rate 7.0%

State sales tax rate 4.0%

Local income tax rate graduated, from 1.5% to approximately 5.0%

Local sales tax rate 4.0% to 8.25% (combined with state sales tax rate)

Property tax rate Class 1 (single-family dwelling) in Manhattan, \$10 888 per \$100 of assessed value

Economic Information New York City Tax Assessor's Office, telephone (212)669-4896

Education and Research

Elementary and Secondary Schools

The city's public school system is the largest in the nation. The policy-making body for the schools is the seven-member Board of Education, comprised of two mayoral appointees and one appointee from each of the five borough presidents. A chancellor, who is selected by the Board, is responsible for day-to-day administration.

The student population, which is 80 percent Black, Hispanic and Asian swelled by ninety-five thousand newcomers from 1989 to 1992, the largest wave of immigrants in decades. In 1989 the school system faced considerable pressure to restructure itself, including changes in hiring practices and district boundaries. Since then there has been a significant increase in the number of female and Hispanic principals. In another closely-watched development called school based management/shared decision making the principal sets policy through a consensus of teachers, other school workers, and parents. By 1992 one in four city schools had adopted the plan, and all school districts had been urged by the state's Education Commissioner to adopt a similar management program by 1994. A 1992 decision by Schools Chancellor Joseph Fernandez to let parents of elementary and junior high school students send their children to any school outside their district throughout the five boroughs gave the city one of the country's largest school-choice arrangements.

In 1992 New York City was cited as a national model for its career magnet schools. High schools with a special focus include the High School of Art and Design, the High School of Music and Art, the High School of Fashion Industries, the School of the Performing Arts, the New York School of Printing, the Park West High School for cooking and maritime trades, and the prestigious Stuyvesant High School in Manhattan and the Bronx High School of Science. Stuyvesant High School opened the 1992-93 school year in a new ten-story \$150 million state-of-the-art

facility, the city's first new high school in a decade and the costliest ever built there.

The following is a summary of data regarding the New York City public schools as of the 1991-1992 school year.

Total enrollment 950,452

Number of facilities

elementary schools 637

junior high schools 81

middle schools 94

junior/senior high schools 1

senior high schools 136

Student/teacher ratio 16.7:1

Teacher salaries

minimum \$26,903 (5th percentile)

maximum \$52,750 (95th percentile)

Funding per pupil \$6,609 (1989-1990)

Public Schools Information New York City Public Schools, 110 Livingston Street, Room 1 or 4, Brooklyn, NY 11201, Information Center on Education, The State Education Department, Albany, NY 12234, telephone (518)474-7965

Colleges and Universities

In 1970 New York adopted an open admission program to all residents in the hopes of recruiting more minority students. New York is the only U.S. city with a large public-university system. The City University of New York (CUNY) offers open admission to all New York City residents with a high school degree. With branches in all five boroughs, CUNY embraces eight liberal arts colleges, the John Jay College of Criminal Justice, the Mount Sinai School of Medicine, business programs and graduate degrees. The State University of New York (SUNY) operates two specialized branches in the city: the Downstate Medical Center and the Maritime College.

Among the more than two dozen private colleges in New York are New York University which focuses on the arts, Ivy League-member Columbia University, which is the city's oldest college and considered to offer the best journalism program in the country, and the Julliard School, which is considered one of the best music, dance, and theater schools in the country. Fordham University concentrates on medieval studies while Rockefeller University is famous

for its biomedical sciences. The Bard Graduate Center for Studies in the Decorative Arts, scheduled to open in the fall of 1993, offers a master of arts degree.

Libraries and Research Centers

The New York Public Library system, like the city itself, is immense. Eighty-two branch libraries (a number of them recently rehabilitated) and four major research centers are maintained with more than eleven million books system-wide. In a plan announced in 1991, the library will buy part of the former B. Altman department store on Fifth Avenue to create a new science, industry and business library, which will house the more than two million volumes and sixty thousand periodicals now divided among three midtown libraries. Among its special collections the public library numbers the Berg Collection of rare books and manuscripts, which includes the Vladimir Nabokov Archive and the Theater on Film and Tape Archive, which holds videotapes of live theater performances accumulated for more than twenty years.

In addition to the city library system, more than a thousand other libraries are operated in the city, by schools, by private groups, and by most museums. The Pierpont Morgan Library is known for its collection of rare books and manuscripts. The premises of the Morgan have been enlarged to include a new Garden Court and a glass-enclosed conservatory connecting the library to Morgan House, a forty-five-room Victorian brownstone. At the United Nations, the Dag Hammarskjöld Library specializes in international affairs and world peace. The new National Archives for the Northeastern United States houses such items as court records from the Rosenberg and Miss Cases limitation of liability suits involving the *Titanic* and census records since 1790 on microfilm.

New York University is a leading research center with programs in medicine and health fields, international studies, urban affairs, and Latin America. The State University of New York maintains a staff of five thousand people at its Health Science Center at Brooklyn. Among the independent organizations searching health areas are those focusing on drug addiction, blood disorders, hearing problems, genetic disorders, and psychiatric issues. The New York Botanical Garden studies the flora of the New World, catalogs five million samples in its herbarium, and publishes the *Botanical Review*. In conjunction with the New York Zoological Society, the Osborn Labo-

ratories of Marine Science study the aquatic sciences and publish the bimonthly *Animal Kingdom*. Offering research and consultation on government public policy is the Institute of Public Administration. The New York Public Interest Research group conducts consumer-interest research. The New York State Interface Development Project, Inc. is a non-profit think-tank devoted to public policy and management. At the Bernard Baruch College of the City University of New York, the New York State Legislative Institute offers computer and economic analyses as well as public policy analyses. The United Nations Institute for Training and Research studies all aspects of United Nations policy, operation, and organization.

Public Library Information The New York Public Library, Fifth Avenue and 42nd Street, New York, NY 10018, telephone (212)221-7676

Health Care

The city is served by more than 130 hospitals and other health care providers including three dozen teaching hospitals, seven medical schools, sixteen cardiac rehabilitation centers, and five cancer treatment centers. The New York City Health and Hospitals Corporation—by far the largest public hospital system in the country—employs more than 45,000 workers at 11 acute care hospitals, five long-term facilities, and six neighborhood family care centers. An agreement reached between City Hall and the Hospitals Corporation in 1992 granted the corporation control over its own finances, it was hoped that the agreement would end years of squabbling between the two entities over how to manage the system.

In a survey of one thousand doctors questioned about sixteen medical specialties, conducted by *U.S. News & World Report* and reported in June 1992, the following New York hospitals were cited as among the best in the country: Columbia-Presbyterian Medical Center (best in neurology and psychiatry), Hospital for Special Surgery (best in orthopedics and rheumatology), Memorial Sloan-Kettering Cancer Center (best in AIDS, cancer, gynecology, and urology), Mount Sinai Medical Center (best in gastroenterology and geriatrics), New York Hospital-Cornell Medical Center (best in psychiatry), and Rusk Insti-

tute for Rehabilitation Medicine at New York University Medical Center (best in rehabilitation)

Health Care Information The New York Health and Hospitals Corporation, 125 Worth Street, New York, NY 10013, telephone (212)566-8650

Recreation

Sightseeing

New York wants to be seen. City leaders tout the "Big Apple" in major advertising campaigns—and succeed in drawing more than seventeen million tourists a year.

An energetic visitor could keep busy for weeks in Manhattan alone. A good place to start is where the Dutch explorers first settled—in Battery Park on the southernmost tip of Manhattan, which offers spectacular views of the harbor and the Statue of Liberty, itself accessible by boats leaving from the park. The American Museum of Immigration at the base of the statue—the largest of modern times—traces the history of the men and women who sailed into the harbor for a new future. Ellis Island processed more than twelve million European immigrants before it was shuttered in 1954; it is once again open to the public.

The New York Stock Exchange offers free tours and a visitor's gallery to observe the hectic activity. The twin towers of the World Trade Center afford a bird's-eye view of the city from the 110th floor. The fabled Empire State Building, once the world's tallest, also maintains an observation platform.

The United Nations meets for about three months beginning on the third Tuesday of September, and free tickets to the General Assembly are distributed about an hour before each conclave. Guided tours of the building are also available. Visitors should also take time to stroll through New York's many neighborhoods. Chinatown abounds with restaurants and stores. Greenwich Village retains much of its Bohemian charm with bookstores, nightlife, and specialty boutiques. The Garment District, still a headquarters for the clothing trade, teems with workers pushing racks of clothing down the street.

In the Bronx, the 250-acre New York Botanical Garden owns one of the world's biggest plant collec-

tions in an herbarium with four million specimens. The New York Zoological Park, better known as the Bronx Zoo, is home to four thousand animals in natural environments. It also contains a children's zoo, and offers camel rides and a safari monorail.

The Brooklyn Botanical Garden cultivates nine hundred varieties of roses. Astroland, near the Coney Island Boardwalk, is a family fun center with rides, games, and other amusements. Also nearby, the New York Aquarium highlights a shark tank, dolphin and sea-lion shows, Beluga whales, and thousands of other fish and varieties of marine life. The Brooklyn Bridge, one of the world's most beautiful suspension bridges, is open to pedestrians for a memorable view of lower Manhattan.

The Jamaica Bay Wildlife Refuge in Queens is nearly as large as Manhattan and is a beautiful site for nature walks. On Staten Island, the William T. Davis Wildlife Refuge offers similar opportunities. The Staten Island Zoo is small, but maintains an excellent reptile collection.

New York is famous around the world for its glittering nightlife, from jazz clubs in Harlem to discos and nightclubs in Manhattan. Comedy clubs, improvisational theater, and singles lounges are key New York attractions.

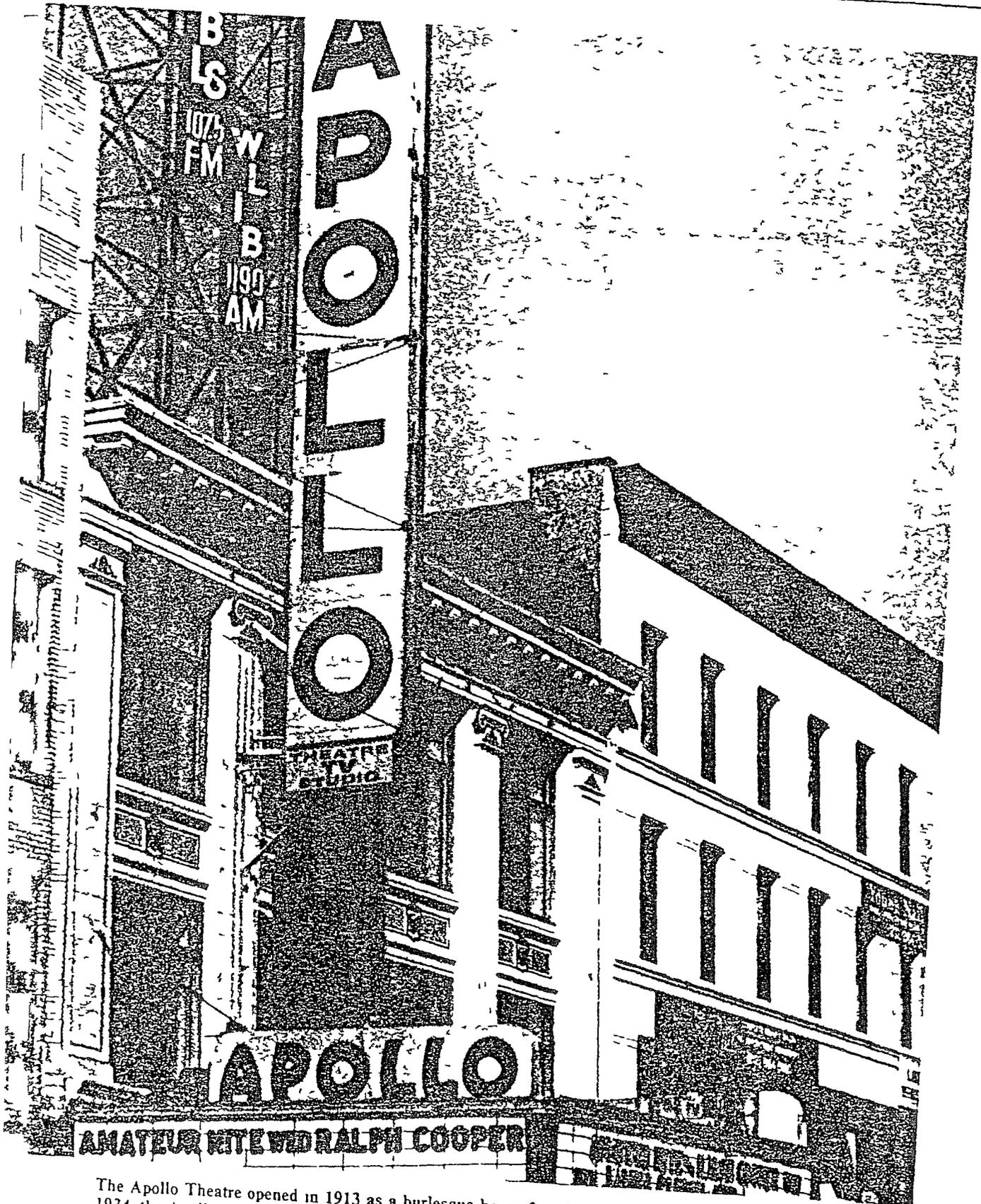
Many private tour companies offer unusual and customized trips around the city.

Arts and Culture

New York City is a mecca for lovers of all performing and visual arts. The city's rich culture attracts fans to the fabled lights of Broadway theaters (and off-Broadway theaters) and the all-night nightclubs of Greenwich Village. Permanent cultural landmarks such as the New York Philharmonic Orchestra, the American Ballet Theater, and the Metropolitan Opera provide consistent enjoyment season after season. Many of the finest cultural events are held at Lincoln Center, which maintains facilities for opera, symphony, dance, and theater, its new Walter Reade Theater is the first permanent home of the Film Society of Lincoln Center.

Museums and art galleries throughout the five boroughs attract visitors with diverse interests. The American Museum of Natural History in Central Park features permanent exhibits on peoples from around the globe, meteorites, gems, primates, birds, and reptiles, and the Naturemax Theater with a four-





The Apollo Theatre opened in 1913 as a burlesque house for whites only. Opened to blacks in 1934, the Apollo presented the country's most distinguished black performing artists. It is now a TV studio.

Every screen shows exciting films. The Hayden Planetarium, part of the history museum, presents one-hour astronomy demonstrations daily.

The Museum of Modern Art, the largest art museum in the country, and the Metropolitan Museum of Art both exhibit some of mankind's greatest art treasures. The Whitney Museum of American Art holds the largest collection of twentieth-century American art. The Solomon R. Guggenheim Museum, housed in a Frank Lloyd Wright building, specializes in modern painting, sculpture, and graphic arts. The main building on Fifth Avenue has been restored and expanded. A new branch in Soho, which opened in 1992, and branches under way in Bilbao, Spain, and Salzburg, Austria, are expected to make the Guggenheim the most powerful modern-art museum in the world by the late 1990s. The New Museum of Contemporary Art exhibits some of the most current trends in the art world. The Museum of Holography explains how three-dimensional images are made and features changing exhibits of the new medium. The Museum of the City of New York shows how the Big Apple developed into the metropolis it is, and offers Sunday walking tours. The Museum of Broadcasting keeps a vault of sixteen thousand radio and television tapes that visitors can select by computer and then watch in private booths. The museum also offers special screenings. The Jewish Museum is devoted to Jewish culture both ancient and modern. The South Street Seaport Museum is actually a several-block historical district that features exhibits relating to New York's marine past. The Studio Museum in Harlem hosts contemporary black exhibits in all media. The Cooper-Hewitt Museum, part of the Smithsonian Institution, is the nation's only museum devoted to contemporary and historical design.

The Federal Hall National Memorial stands on what was the site of the first U.S. Capitol. The current building is more than a century old and its exhibits include artifacts from Washington's inauguration. The Police Academy Museum contains one of the world's biggest collections of police and emergency services memorabilia.

Among New York's most notable galleries are Studio 54 Gallery specializing in original limited editions, and the Gallery at Lincoln Center, featuring art and collectibles. Less formal art galleries and sidewalk displays can be found throughout this city of artists.

Festivals and Holidays

New York's St. Patrick's Day Parade (Irish) and the Columbus Day Parade (Italian) are the city's two biggest ethnic celebrations. Others include the German Steuben Day Parade and the Polish Pulaski Day Parade. The Thanksgiving Day Parade, broadcast nationwide, features huge cartoon-character balloons that drift over city streets. New Year's Eve is celebrated in a raucous party that centers on Times Square where the "Big Apple" marks the start of a new year. The New York International Festival (June) showcases foreign arts companies new to New York City.

Sports for the Spectator

A Big League city demands Big League sports heroes and New York's professional teams have provided those for generations. The New York Yankees of professional baseball's American League East play in the "House That (Babe) Ruth Built"—Yankee Stadium in the Bronx. The National League New York Mets play their games at Shea Stadium in Queens. The New York Rangers of the National Hockey League and the New York Knicks of the National Basketball Association both play at Madison Square Garden in Manhattan. The National Hockey League's New York Islanders host their hockey games at Nassau Coliseum on Long Island. From the National Football League, the New York Giants and the New York Jets both play their home games across the river in New Jersey at the Meadowlands complex. Other teams compete in professional soccer and lacrosse leagues.

Auto racing came to the city in the form of the first Marlboro Grand Prix in June 1993, the course was laid out around the World Trade Center's two towers. Aqueduct Race Track in Queens attracts horseracing fans as do nearby Belmont Park Race Track in Elmont and the Meadowlands in New Jersey. The U.S. Open Tennis Championships are played annually in August and early September at the Louis Armstrong Memorial Stadium in Queens.

Sports for the Participant

Recreational sports for hundreds of thousands of Manhattan residents center on gigantic Central Park, an 840-acre green oasis of rolling hills, ponds, and biking and running paths. Many roads through the park are closed on weekends and certain hours during the week to allow cyclists to pedal in peace. Rowboats can be rented from Loeb Boathouse for a

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small fee. Runners have unlimited access to miles of footpaths in Central Park, but should exercise caution running at night and in isolated areas of the park. The New York City Marathon, held annually, is one of the biggest races in the country, attracting thousands of professional and amateur participants from around the globe. In the winter, ice skaters can glide on rinks at Rockefeller Plaza and at the Wollman Memorial Skating Rink in Central Park. Open all year is the New York City Building rink at Flushing Meadows-Corona Park where rentals are available.

Shopping and Dining

The early 1990s were rough years for Manhattan merchants, many stores, both large and small, were forced to close their doors. SoHo (short for the area south of Houston Street) is still a favorite destination for shoppers. Newer shops include the Origins boutique at 402 West Broadway, which stocks environment-friendly cosmetics and toys, and A/X, at 568 Broadway, stocking Giorgio Armani fashions. Another newcomer, Galeries Lafayette on 57th Street, specializes in French made items.

Fifth Avenue, New York's avenue of fashion, includes Bergdorf Men, across from Bergdorf Goodman, featuring clothing for men only. The venerable Henri Bendel has moved into a beautifully restored Beaux Arts building, nearby, Saks Fifth Avenue still caters to upscale shoppers.

Books are a popular and readily available item, sold in stores and at sidewalk stands. International goods are the specialty of the United Nations Gift Center. Antiques, artworks and jewelry are among New York's specialties.

Dining options in New York are limited only to one's pocketbook and caloric limits. The more than twenty-five thousand possibilities include everything from plush four-star restaurants to sidewalk cafes and Kosher delicatessens. Continental cuisine coexists with soul food in Harlem, pasta in Little Italy, and Oriental specialties in Chinatown. Several restaurants atop New York's skyscrapers offer meals with a breathtaking view. Of the top twenty-five restaurants selected as Distinguished Restaurants of North America in 1992-93, as reported in *Food and Wine* magazine, six were in New York City: Union Square Cafe, Aureole, The Four Seasons, Le Cirque, San Domenico, and Le Bernardin. Bouley is also often mentioned as being among the city's best restaurants.

Visitor Information New York Convention and Visitors Bureau Inc., Two Columbus Circle, New York, NY 10019, telephone (212)397-8200

Convention Facilities

New York offers large conventions and small groups an unparalleled variety of meeting place choices, from traditional convention halls to rooms in museums, racetracks, and universities.

The Jacob Javits Convention Center, named for the former United States senator from New York and designed by renowned architect I. M. Pei, opened in 1986. The stunning glass facade of the building mirrors the city's skyline by day and glows from within at night. It offers nine hundred thousand square feet of exhibition space including the largest single hall in the Western Hemisphere at 410,000 square feet, and more than one hundred other rooms.

Other major convention destinations are the World Trade Center, Lincoln Center, and the American Museum of Natural History.

Convention Information The New York Convention & Visitors Bureau Inc., Two Columbus Circle, New York, NY 10019 (212)397-8200

Transportation

Approaching the City

John F. Kennedy International Airport handles more international flights—over two hundred a day—than any other airport, in addition to domestic traffic. La Guardia Airport, somewhat closer to Manhattan, offers mostly domestic connections. In late 1991 plans for a rapid rail link to these two airports and to existing mass transit lines were laid out, this job was expected to take ten years to complete. Major projects going on at La Guardia and Kennedy airports total several billion dollars. Newark International Airport in New Jersey also serves the metropolitan area.

The New Jersey Turnpike (Interstate 95) is the major artery leading into the city from the south. From the north, the New York Thruway (Interstate 87) con-



Chinatown a vibrant mecca for tourists and those in search of exotic fruits and vegetables

nects with the Major Deegan Expressway, which follows the east side of the Harlem River through the Bronx. The New England Thruway (another part of I-95) also leads into the city from the north. Interstate 80 from western New Jersey parallels I-95 as it approaches New York City.

The two main train stations, Pennsylvania and Grand Central, serve as both commuter and long-distance terminals for more than 300,000 people every day, and provide AMTRAK connections. A major project being undertaken by AMTRAK and scheduled for completion by 1997 will decrease traveling time between Boston and New York to less than three hours. The Port Authority Bus Terminal—the largest in the world—is the main station for bus transportation.

Traveling in the City

Traffic in New York is probably the heaviest in the nation. The gridlock—a traffic jam out of which no one can move, was invented there and clogs many intersections during the day. Many natives do not own cars, relying instead on plentiful taxis or public transportation. In 1992 it was announced that a \$100 million system of sensors would be installed under the city's roadways to enable the New York City Transportation Department to monitor congestion, identify trouble spots, and control the flow of traffic by changing the duration of traffic lights. The first phase of the system was scheduled to begin operating in Manhattan by the summer of 1993. Much of Manhattan is laid out in a grid pattern, but other boroughs require a good street map for visitors. Parking in Manhattan averages about \$7 an hour in a garage.

Subways are one of the best bargains in the city. A \$1.25 token permits travel on more than 704 track-miles of subway lines, including local and express trains. Subways and buses are the only sure way to beat Manhattan's numbing gridlock on surface streets. Three new subway stations opened in 1989, the first since 1968, and will accommodate about twenty-four thousand commuters daily. Gray Line runs twenty-one bus tours through the city, including the Grand Tour, which runs June through October and lasts for four to five hours. A ninety-minute guided trolley tour of Central Park is a fairly recent addition to the city.

Communications

Newspapers and Magazines

The major daily newspapers are *The New York Times*, one of the world's most influential newspapers, *Newsday*, and the *The New York Daily News*. Numerous other English- and foreign-language dailies and weeklies and well over one hundred scholarly journals serve specialized readerships, including the *Wall Street Journal* and the *Amsterdam News*, which focuses on black issues.

Dozens of local and national magazines are published in New York. *Newsweek* and *Time* are both based in the city. Other magazines include *The New Yorker*, *New York Parade*, *Cosmopolitan*, *McCall's Magazine*, *People Weekly*, *Penthouse*, *Ladies Home Journal*, *Esquire*, and *Glamour*.

Television and Radio

Nine television stations serve the area, including three Public Broadcasting Service channels and two independent channels. All major radio formats from all-talk to urban contemporary music to classical music are broadcast on fourteen AM and nineteen FM stations.

Media Information: The New York Times Company, 229 W. 43rd Street, New York, NY 10036, telephone (212)556-1234.

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