

HUMAN RESOURCES DEVELOPMENT THE FOREIGN STUDENT ON CAMPUS

A Workshop Report



AGENCY FOR INTERNATIONAL DEVELOPMENT
AND
NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS

HUMAN RESOURCES DEVELOPMENT

THE
FOREIGN STUDENT.

ON
CAMPUS

A.I.D./NAFSA WORKSHOP III
February 28 - March 1, 1972
The University of Maryland

AGENCY FOR INTERNATIONAL DEVELOPMENT
NATIONAL ASSOCIATION FOR FOREIGN STUDENT AFFAIRS

Preface

This is the report of the workshop held at the University of Maryland from February 28 through March 1, 1972, co-sponsored by the Agency for International Development (A.I.D.) and the National Association for Foreign Student Affairs (NAFSA). Whatever success this workshop experienced was due to the careful and provocative preparation on the part of the programming committee, the timely and stimulating talks of the major speakers, the determined efforts of the workgroup leaders, the cooperative efforts of all of the participants and the support and guidance of the A.I.D./NAFSA Liaison Committee.

Ninety-six participants were selected to include A.I.D. representatives, foreign Student Advisors, Admissions, Language, Community, Faculty and student representatives and representatives of Foreign Governments and International Organizations. These participants were largely drawn from institutions with large enrollments of A.I.D. sponsored students who had not been represented at Workshops I and II. This group of participants, organized into balanced, representative workgroups, brought a wealth of knowledge and experience to the tasks outlined for the Workshop. (A Statement of Purpose and the list of participants and workgroups will be found in the appendix.)

There are two major sections to this report, the preliminary professional talks that together with the advanced readings established a foundation or background for the tasks of the workgroups and the workgroup reports representing the efforts of the individual or combined workgroups.

The results of the workgroup efforts were compiled and reported by the respective workgroup leaders. All participants were subsequently given the opportunity to make suggestions or corrections to the individual workgroup reports. Major credit should go to the workgroup leaders and the writer-reporters who are identified in a copy of the program (appendix b). The many timely suggestions which were submitted by the individual participants in general and the encouragement and concern of Joseph W. Kovach who reviewed the final effort on behalf of the Agency for International Development and Homer D. Higbee, the chairman of the A.I.D./NAFSA Liaison Committee are gratefully acknowledged:

August G. Benson
Editor

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INTRODUCTION

This is a report on the proceedings of the third Workshop jointly conducted by the Agency for International Development through its Office of International Training and the National Association for Foreign Student Affairs. Each of the three workshops have varied in character. The first, lasting two days, was attended by 32 Foreign Student Advisors from academic institutions having a significant number of A.I.D. participants, together with an equal number of members of the staff of the Office of International Training. The FSAs were informed about A.I.D. regulations and procedures and the range of functions and services performed by members of the Office of International Training; they in turn described their own roles and functions within their universities and local communities in relation to the A.I.D. participants. There was an exchange of information on issues and problems; and various suggestions were made, including one for additional workshops. As a result, a second workshop was planned for March 1971 for a new cross-section of NAFSA members.

The second Workshop held at George Washington University Center, Washington, D.C. from March 8 to 10, 1971, included many of the staff of the Office of International Training who had attended the first workshop. The NAFSA representation, however, included 31 Foreign Student Advisors who were not at the first workshop, and 23 other members of NAFSA, twelve of whom were from the Community Section. In addition, there were guests from other government agencies and non-government institutions which brought the total attendance to over 100.

The diversity of membership, the increase in numbers and the more spacious accommodation made the second meeting less intimate and more diffuse than the first. But it involved a wider cross-section of NAFSA and deliberately emphasized the importance of the interest of the Community Section in the experiences of the A.I.D. participant. A wide range of topics was covered by presentations from panels and from individuals; and five working groups examined specific topics on which they presented recommendations.

The third Workshop, held at the Adult Education Center, University of Maryland, February 28 - March 1, 1972, included as participants a wider range of persons who work with A.I.D. sponsored students than in the first two workshops. Twenty-six members of the A.I.D. staff and one member of the Bureau of Educational and Cultural Affairs, U.S. Department of State participated. Twenty-four Foreign Student Advisors,

nine Admissions Officers, eight Teachers of English as a foreign language, eight Community Section representatives of NAFSA, seven Faculty members and eight students from 35 universities and colleges participated as well as six Educational and/or Cultural Affairs Officers from foreign embassies.

In addition to a continuation of sharing information between campus and A.I.D. this Workshop focused attention on the objective of the A.I.D. participant training program - that of preparing the participant for a greater contribution to the development needs of his country - and charged the Workshop members with the task of working toward a set of more uniform standards for assisting the participant in achieving the educational goals developed between himself, his government and the U.S. Agency for International Development. The plenary presentations which are included in this report provided a substantial statement of philosophy of the program and an analysis of manpower needs in the lesser developed countries.

The working group reports reflect the statement of philosophy and analysis of needs based on the experiences of the workshop participants from their respective vantage points in the international education program. The total Workshop report provides raw material from which a set of standards or a "model" for working with the A.I.D. participants may be developed.

The A.I.D./NAFSA Liaison Committee is considering use of the Workshop report and other appropriate materials as the basis for developing and publishing a set of recommended standards or model which might be widely used by educational institutions, sponsoring agencies, foreign governments and others involved in international education and manpower development.

Overview of Workshop

NAFSA

Dean Homer D. Higbee*

Speaking for NAFSA, I'd like our colleagues in the A.I.D. to know that we have valued the opportunity to keep better communication with us, first, through the two earlier Workshops, and, more recently, through the additional instrumentality of the Liaison Committee, about which I'll say a few more words in a moment.

As one of the major sponsors of foreign students in the United States, your goals and your methods for achieving them are of importance to me and my colleagues in the universities. While we have assumed a general knowledge of your A.I.D. objectives and the philosophy behind them, I suggest that our knowledge may have been less complete than we thought. Our enhanced communication will, hopefully, overcome this knowledge gap. Equally, we might hope that our enhanced communication may narrow the gap in our understanding of your procedures and result in more efficient and satisfactory delivery of educational services to your participants.

The National Association for Foreign Student Affairs is in its 24th year of organized effort to help students and professors from abroad to realize optimal benefit from their educational sojourn with us. The quality of our effort is enormously enhanced through opportunities such as this Workshop. We extend to the A.I.D. an expression of special gratitude for making such opportunities possible.

Now, if I may change the hat again -- this time back to Chairman of the A.I.D./NAFSA Liaison Committee -- I'd like, with your permission, to say just a few words about the Committee itself. Its origin, technically, results from the second Workshop held last year, March 8 to 10, in Washington. Out of this Workshop No. 2, there emerged 33 recommendations for action by either NAFSA, A.I.D., or, in some cases, both of the organizations.

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Recommendation No. 2 stated -- this is a quote from that conference report -- "that there be established a standing A.I.D./NAFSA Liaison Committee, comprised of from five to nine members, with appropriate representation from both organizations, to, (a) study major problems in A.I.D./NAFSA cooperation; (b) to be an advisory body to whom may be referred any procedural problems which are too complex or too numerous to be handled by the larger organization, and (c), that this Committee cooperate in planning future A.I.D./NAFSA Workshops."

I'll say no more about the Committee at this particular moment, except to draw your attention to your program, where you'll note that the last formal item on the agenda is a discussion between Dr. Arthur Byrnes, Assistant Director, Training Support Division, Office of International Training - I hope that title is still the proper one - and myself. At that point, we'll discuss the activities, accomplishments, and the hopes of the Liaison Committee.

Now, a couple of words about our present effort in this Workshop. The Workshop this year does differ markedly from previous ones, which were designed to make a massive attack on the knowledge gap of the two organizations and about the workings of each other. Thus, Workshop time in those two previous conferences was devoted largely to informative speeches by each organization about its functions, its responsibilities, its procedures, et cetera. By mutual agreement, the representatives of the A.I.D. and NAFSA determined that we had accomplished about as much as possible in information-sharing at the national level and that this activity should be continued at the regional and state level within the NAFSA organization.

I might say that through cooperation between the two organizations, we have been fortunate in having A.I.D. representation at some of our regional workshops throughout the country and are thus fulfilling this particular part of the judgment about the effectiveness and the way we should continue the information-sharing function between our two organizations.

Based on this mutual agreement that we had done about as much as we could about sharing information at the national level, the two organizations agreed that this third Workshop should be devoted to an examination of a major issue or a problem or a topic of mutual concern and of mutual interest. This year's Workshop, therefore, is designed to examine a major strategy of development - human resource development - a strategy which, by a loose definition, consciously projects manpower needs for national, social and economic development and links the educational system of its own nation to the fulfillment of these needs and/or buys the needed educational services and training outside the country when not available locally.

The examination of this particular strategy in this Workshop setting is not without a purpose. Through substantial input from three widely known and knowledgeable speakers, plus suggested readings each of us has been asked to pursue before coming here, we are assuming that we share a general knowledge of some of the major dimensions of the strategy of human resource development, which underlies the Agency for International Development's participant training program.

The strategy does not work without the combined efforts of foreign institutions, U.S. Government agencies, and, of course, our own educational institutions. Thus, it is our intention that by uniting the resources and the experiences of the diverse individuals which will comprise the Work Groups at this Workshop, we can critically examine the strategy itself from our respective points of vantage, as well as some of the critical elements which can potentially frustrate the strategy. From this examination, we hope that one or more models or designs for cooperatively and successfully pursuing this strategy of human resource development may be developed.

Your group discussions should, therefore, be continuously guided and illuminated by this task or objective. Members of the Program Committee will say more to us a bit later in this morning's program about the style and the work of our groups.

This, then, is, in awfully brief words an overview of what the Workshop is, how it came to be, what we hope may be some of its outcome.

Overview of Workshop

A.I.D.

Dr. Martin M. McLaughlin*

This is the third Workshop, as you all know; and what we didn't know when it started is it would become a series. Our original reason still persists: We feel there's a community of interest and objective between A.I.D. and NAFSA with respect to foreign students and with respect to international education in general.

As Jerry and Homer have pointed out, the rhetoric of exploration and explanation and mutual understanding which featured the first two Workshops will be rather largely absent from this one, I believe, because understanding of what we respectively do seems to me now to be part of the growing A.I.D./NAFSA relationship. At this time, therefore, we're focusing on problems, rather than on each other; and I consider that progress.

The first Workshop, for example, was a two-day affair in Meridian House in the fall of '69. It was small. It was confined largely to foreign student advisors and also, largely to reciprocal explanations. The result: an increase of understanding among the two organizations.

The second Workshop -- a little longer -- was at George Washington University about a year ago; and each NAFSA section was represented, in addition to a number of A.I.D. people, with considerable focus on the community section. The famous 33 recommendations emerged - the most important from our standpoint, I think being the one to establish the A.I.D./NAFSA Liaison Committee.

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Office of International Training
Agency for International Development

The Committee itself has met several times since the Board of Directors approved the recommendations last August, and we hope that many of the other recommendations can be dealt with through it.

The third Workshop comes at a time of transition. Many people smile at phrases like that, because there's always a transition, especially in A.I.D. But this may be a more genuine transition than some past ones.

And I'd like to take a few minutes, especially since I've been sort of put up to it, to sketch some of the background against which I would view this conference as coming at a transition point.

There are really two general aspects of the A.I.D. situation that I'd like to mention. One is the legislative, and the other is the administrative.

As you all probably know, we go through every year two times two legislative processes. We go through an Appropriations Committee process in both the House and the Senate, and we go through an Authorization Committee, or subject-matter committee process in the House and the Senate. The theory of this, I think, is before you can give money to an organization, you have to make it exist. Making it exist is the authorization process, and giving it money obviously is the appropriation process.

Both of these processes has a "fifth wheel," one might say; and that is the Conference Committee. In case the two houses can't agree on what they have respectively passed, they have to appoint a conference committee to work out an agreement.

The state of the parliamentary situation - as they put it these days - is that the House completed its appropriations work last June. The Senate did not. Therefore, at the end of the fiscal year, it was necessary to have a continuing resolution, which is in effect a kind of interim appropriations bill, so that A.I.D. could continue to spend money in the next fiscal year.

We have had three such continuing resolutions. The third one ended on February 22. So you folks in NAFSA are surrounded by Government volunteers today! -- for the third time this fiscal year, I might add.

On the authorization side, the House did pass an authorization bill; but it wasn't the authorization requested by the President in his message of April, 1971. The House Foreign Affairs Committee, which, of course, is the subject-matter committee, decided to defer consideration of these

complex new proposals and simply extended the previous organizational structure for two years. In October, the headlines proclaimed that the Senate had defeated that authorization bill, which indeed it had. That caused a great deal of commotion not only in the A.I.D. administration, but also on the Hill. In any case, shortly thereafter, the Senate passed two authorization bills. Earlier this month, finally, the House and Senate passed authorization bills; and the President signed them.

In the appropriations area, things are not quite so simple, if that's simple. Both the Senate and the House have passed authorization and appropriation bills. I get them confused myself!

The total is different in each case, and the mix is different in each case.

A conference, therefore, was called for and the conference duly met and the conferees agreed. The conference report was submitted to the two houses, which have to pass on it, the Yes and No amendment, and the President has to sign it.

The President has not, for the past 10 days, been in a position to sign an appropriations bill. We think that when he comes back, he probably will sign it.

Meanwhile, as I pointed out, for the third time this fiscal year, we're all in the private sector.

On the administrative side, the organization of a bureaucratic element is, to some extent, under its control within the perimeters laid out by the legislation. On the 25th of January, the Administrator announced a reorganization of A.I.D., which reshuffled a number of functions, changed the emphasis from a regional -- i.e., geographic -- to sectoral -- in other words, an area of activity not geographic -- de-emphasized "region" in favor of "sector" -- and created at least one new bureau to which my recent boss, who's sitting down here in the front, Dr. Jarold Kieffer, has been named Assistant Administrator.

One major thrust of this reorganization was to put humanitarian assistance matters together. Another was to centralize services, one of which is participant training.

The implications of all this, I think, are mixed. There is a tendency, perhaps to be discouraged, but it isn't really all that black. There is always a tendency to see change as threatening and discouraging.

I think; but I think what will happen out of this is that there will be a great deal more attention paid than in the past to human resource development - that is, to the human aspects of the development process.

The Senate action last October was more drastic than even many Senators expected it to be. It brought, for at least a brief period, very considerable interest around the country to the Foreign Assistance Program; and I think maybe it showed its constituents, among whom I hope I can count all of you, how fragile it is and how dependent it is on public sentiment - which was not very often expressed on the foreign aid issue.

It also produced many very favorable reactions from organizations that are interested in international education and in international development.

A.I.D. undoubtedly has its weaknesses. It's had the same organizational structure for 10 years; and although that may sound a little facetious, it isn't. It probably needs to have a new look. That's what it's getting. But I repeat: There isn't any real reason to be discouraged. And I'd like to quote for you a document which is available through your Congressman whom you can also talk to about foreign aid. It's the January 25 Senate Appropriation Committee report. It's a rather long bureaucratic document full of figures and statistics, but it has the following sort of philosophical point to be made. I would like to just take a minute to read some of this, because I think it may indicate to you how the Senate Appropriations Committee -- which has many critics of foreign aid in it -- really views this program.

"Technical assistance" - it says - "is the primary means of assisting the people of the developing countries to acquire, modify and generate the knowledge, skills and institutions they require for their economic and social growth and modernization. It is a deliberate effort to accelerate the modernization process through which these nations are going. Self-sustaining growth of a nation depends upon the effectiveness with which it applies and exploits its natural resources, capital facilities and human resources. Technical assistance is designed to accelerate the process by which people are educated, skills acquired and attitudes changed so that people can more effectively help themselves. Technical assistance deals with the human side of the development process. Skilled Americans join to work with people of the developing countries to transfer the knowledge and technical means essential to development. Citizens from these countries are also brought to the United States for training. Technical assistance attempts to foster relationships and channels of contact between individuals, groups and institutions in the United States and the developing countries. Information presented to the Committee indicates A.I.D.'s focus for the Seventies is changing. In the future, greater stress will

be placed on activities which improve the well-being of people, increase their ability to participate in and contribute to the growth and modernization of their societies, and permit them to share more fully in the benefits of technological, social and economic progress."

And then it goes on for some time to talk about training and education, particularly as one of the three major components of technical assistance.

So, it's rather appropriate, I think, that this third workshop has a different format - that it is focusing on a major issue - human resource development; that the group includes a broader spectrum of administration officers, teachers of English as a second language, foreign Embassy officials and foreign students.

The three major presentations you will hear today have to do with various aspects of the theme.

One - Dr. Kieffer's - will focus on the human resource theme from the A.I.D. point of view; the second, by Professor Harbison, from the private angle; and the third, from Dr. Ocampo, for the foreign government standpoint.

I regret, myself, that I'm not going to be able to spend quite as much time as I would like to. Additional duties that have been thrust on me or assumed by me - depending on how you look at it - have caused this. So I'd like to take advantage of this opportunity, even though it's a bit brief, to make one or two substantive comments on the agenda for the Working Groups.

First of all, I'm very happy to see the emphasis on relevance, both of the training and the community experience. For us in A.I.D. relevance is mainly related to adaptability of the training and the experience of the conditions and needs of the student's home country to which he is expected and committed to return.

A related problem, as we see it, secondly, is the necessity for that student to return, despite what, in many cases, seems to be the attractiveness and even the advisability of his getting an additional degree here, developing his own talents without much regard to the needs of his country. This is a difficult question - we recognize that - because it involves basic considerations of educational philosophy. And I hope that your Working Group or Workshop on philosophical concerns will have an opportunity to get into this rather difficult, delicate problem.

I note, thirdly, that the model program circulated as a background paper lays considerable stress on the newness of the foreign student educational experience in the American community. We're particularly concerned about this and we've supported, as you probably know, what we call pre-academic workshops for some of our trainees.

These workshops have been designed to open to the foreign student the vocabulary and the ambiente of the American university community. They've been less and less well-attended over the past few years and we're, therefore, rethinking the matter. People always review things that don't get used. I think your views on this would be most useful, and I understand that you're going to be questionaired about it in some way during the Workshop.

The fourth matter I would like to raise, I think, is perhaps also a delicate one. We're concerned about the apparent tendency to decrease the amount of state money to the foreign student. It's accompanied, for example, by the levying on us of what is called a "sponsored foreign student fee," which adds a considerable burden to participant training and may result in a decrease in the numbers brought here. I hope that subject will also come up for discussion.

A fifth area of interest to us is that of the social, in addition to the technical, contribution of the returned participant to his country. For this reason, it was good to see mention of it among the premises of the model paper as No. 3; but I didn't find any further attention to this important consideration - that is, the social responsibility of the returning, trained, technical professional.

Then finally, I think the fact that one of the group topics is very soecifically follow-up indicates to me that this, which seems to me also to be a somewhat neglected aspect of our relations with returning foreign students, will now receive greater emphasis.

I mention all these points not in any way to set an agenda, because I'm sure they'll all come up in the course of your discussions anyway.

I'd like to say in closing that we value very highly the cooperation we have with NAFSA. We hope it will continue and grow. I wish all of you, including the several representatives of our own office that I see here and who will be participating with you, a very successful Workshop; and I welcome you to it.

Human Resources Development

and

the A.I.D. Program

Dr. Jarold A. Kieffer*

I am really too new to A.I.D. to speak for the Agency, and what I say here today I hope you will not feel is some statement of established A.I.D. policy on human development. I don't really have the right to try to define the policy.

I've also got a very practical problem. I'm not sure what the A.I.D. policy is -- if, indeed, there still is one. I regard myself more as somebody who has parachuted in and is reconnoitering, is trying to find out what in the world this is all about. And, I find that it's in a rather wild state of transition. And that, really, is going to be a little bit of the theme of what I want to talk to you about -- not necessarily A.I.D.'s policy but what I think ought to be human development concerns of an agency such as A.I.D. at this time, and looking on into the Seventies and beyond.

So, if you all understand those ground rules, I'll be more comfortable anyway.

In some ways, in leaving the Office of International Training, I feel personally as though I've left what potentially is the most rewarding part of A.I.D.'s activities; and I say that from a personal point of view. Even in the role of Director of the Office of International Training, I was, of course, removed several times from the actual training but through a variety of circumstances, somehow or other, I kept meeting the participants and talking with them. I looked at each one when I could do it as a kind of a window into his country and his thinking.

Now, I'm several levels away from -- it's more than an arm's length -- it's about three arms' length -- away from "what happens"; and I'm already

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in a position to say I find it less rewarding than the direct, face-to-face kinds of exposures that you can get when you're at the operating level.

I feel very badly about that.

Now, my concept of "development" puts a great deal of emphasis on the human side of it. As Marty McLaughlin indicated, in many respects physical development is obviously essential but human development has got to be more important because all of us have seen physical facilities -- no matter how touted, how beautifully designed -- simply decayed or marked by their lack of utility, because the developing country didn't have the people who really know how to operate within them or operate them, depending on what they are. I feel that over the years, A.I.D. has been aware of that problem, but somehow or other, maybe growing out of the ways bureaucracies run -- maybe something in the American "do it," "do it now," "do it yourself" kind of philosophy -- it simply became easier in some ways to lay out a blueprint; and in order to get whatever it was to be done, we sort of did it. And then in all of the vicissitudes of the foreign aid program, when we had to pull out or curtail our activities, we had the awful feeling of watching things atrophy, crumble, get vines grown over them, and that sort of thing.

I don't know whether we're going to be able to turn that kind of thinking around -- I guess it's a peculiarly American kind of thinking in a way. No matter what I would say, or no matter what anybody else would say about human capacity development, I think probably Americans have kind of a special problem of understanding how that actually works when you're dealing with other people. Anybody who's been around our urban scene today knows the difficulty we are having on this very point in our urban communities, where we have lesser developed people who are striving to climb up and gain a little better vantage point in the American dream.

So, we've got a double problem no matter which way we look at it and I suspect in a democracy this is going to be one of our most fundamental problems.

Not too long ago, I was privileged to participate in a meeting where a man had just come back from Singapore and Hong Kong, where he had been conducting some studies. And what he reported was very interesting. Almost everything had happened in those two cities -- really, city states -- that we regard in a negative way -- that is, the things we usually put on the problem side of the ledger when we're looking at trouble -- a vast inundation of people on a limited economy -- great problems of health and

sanitation, acquisition and distribution of food - mounting of health-service delivery systems, inadequate housing -- everything you could think about was under shock because of the waves of people who moved into these cities.

And an interesting thing happened. The governments of those two locations attempted to respond at what I would call the "petty government level" -- I don't mean this in a bad way, but I mean they did the ordinary governmental things such as providing police service, health services, sanitation -- things like that.

They didn't attempt -- I don't know the reason why -- but they didn't attempt to mount large social programs. They didn't attempt to interfere in the economy, in the distribution of things and so on. It was substantially laissez-faire. And then an interesting thing happened. The governmental services of the petty kind that I'm talking about did not decay. The government agencies - somehow rose to the occasion. The economies of both places became booming ones. Somehow - although you can argue about the quality, somehow the people were housed, fed, got medical care, and so on.

The person who was making this report said he couldn't help but wonder aloud about "what does this mean"? His own suggestion was the obvious one - maybe the government should keep its hands out of all of this, just lay off and let the people get along.

Now, he quickly pointed out that you cannot generalize. It's been stated that the scientists have found an outstanding long term similarity between the crime rate in Chicago and the rainfall in Zanzibar.

So what do we make out of that?

But the point is that you can't generalize from the experience in Singapore and Hong Kong. I suppose what social scientists and others might well do, however, is examine a success story, and try to think through carefully what happened -- why did it happen? Is there anything that did happen, and the "why" of it that can be adapted to thinking about the problems of other areas?

For me, hearing this kind of thing simply increased my own humbleness about the way we go about doing things. And I'm as convinced as I can be that a major shift has developed in the American people's support for the concept of foreign aid -- not necessarily bad -- but different. Something fundamental is happening -- a ferment leading to a questioning of older methods of foreign aid -- a wondering out loud about what all

this foreign assistance is bringing about. What did it bring about? Did anything really useful happen here? What happens after you do certain obvious things -- like getting food back on the tables, take care of people's health? What then?

Things have a way of rising, and we all point to the rise, but then somehow they plateau, and they just as often as not begin to sag again. Why?

I think a good deal of the current ferment -- maybe the breakdown in the older coalition that supported the foreign aid program and appropriations over the years - really stem from the fact that the basis for support is not there anymore. I don't think that those who we could call the Ready Reserves - who used to come out and support the program when it was in trouble -- are as ready as they were before to come out and support it.

Now, it's interesting. In the debates that Marty McLaughlin alluded to, there was a rather general White Flag of non-belligerency over the humanitarian programs. They were sort of outside of the combat. Everybody, even the attackers, said, "I don't mean the humanitarian programs". Others said, "I don't mean the development programs, I don't mean the technical assistance" -- and that kind of thing -- as defined by Marty McLaughlin.

And we know that a good deal of the fussing was about the supporting assistance - that is, the money we spend to support the economies of Vietnam, Cambodia, Laos, and Thailand and the military assistance part. We know that a good deal of the main thrust of opposition was there. But we also recognize that over the years the foreign aid program coalition was an amalgam of people interested in a variety of things. Some of them were violently opposed to some elements of the program; but somehow, in order to have the thing they wanted, they were willing to go along and support the others.

It remains to be seen now, if the supporting assistance and the military assistance are pulled away - and we will know, probably in the fiscal '73, or certainly the fiscal '74, budget -- whether there is a long-term willingness of the American people to share their resources with the people of other countries to see these people brought to some other level -- higher, and presumably, better level -- of development.

On that very point, I really should put quotes around "better" and "higher", because even those questions are now in wide dispute. I read at least two or three articles from very responsible scholars, observers, practitioners, economists and others who are now raising questions about the

"development for what? for whom?;" in terms of our objectives of foreign aid. "What are we really doing"? And I can't provide you the answer here today. I just simply say to you that I think this whole subject is going to be under discussion in the general public forums and the campuses and ministries and other places abroad -- among protest groups, lobbies of many kinds. You'll hear everything in the world and will have to sort it out. It's going to be a very troubled time when our older values are all examined, held up and shaken violently.

And I don't know what will come down. I don't know a year from now what we will think about the "why," the "what," and the "how" of foreign aid.

One thing does seem to me to be clear, however, in terms of human development - and the man who made the study in Singapore and Hong Kong made the observation that somehow in those places there was an institutional backdrop. There was something among the people that caused them to have initiative. It might have been self-seeking but it was initiative. They somehow knew how to collaborate and with whom. They somehow had the discipline to stay in there, to hang in there, having started something to keep it moving along. They had a sense of thrift, and they developed know-how and respected it, conserved it, and employed it.

Now, how do you devise objectives that recognize these kinds of things as being critical to what we mean when we say "development"? And, then as trainers, what do you do then?

The easiest thing, finally, is to define "development." The tougher thing is to make it happen by what you do. -- What the trainers do. What is the attitude of the trainers toward the trained? When answering this question, we must consider the political backdrop of activism, growing nationalism, anger, our sense of guilt, and all these things that relate to the former colonial area, and you get the thing so complicated that it's pretty hard to figure out what is happening and why. We've all got a lot to think through!

Some of you, if you simply want to jar yourselves sometime - if you would like to get yourself up on edge - should read an article - and I could make a basic copy available if somebody wants to reproduce it - it's not very long. It's by an Austrian by the name of - and I'm probably going to murder this - Eric Von Kuehnelt-Leddihn - entitled "Guilt and the Third World." It was recently in the Evening Star in Washington. He is a lecturer who moves around through the United States and other places every year, but this man has captured in just a few pages an inventory of all of the pangs of doubt and problems that seem to overlay the whole subject of foreign aid. He will leave you with the impression that it's all so true -- The more we know, the more we realize how little we really do know.

It's a humbling thought, and I would urge you to think about it.

My own feeling, on being in A.I.D. for a very short time, is that much more can be done to help the developing countries evolve their own institutional capabilities. And I'll be as arrogant as this. If we don't do that - if we don't get them to develop their own institutions and take responsibility and initiative for them - then we aren't in the development business. We must help, but at some point they have to develop traction - their own traction - because the Congress - maybe with the American people's full blessing - is mandating a smaller aid program. We are going to be in less countries and doing less probably in those countries where we are.

This, in many cases, means pulling out of things that maybe others have felt there was a long-term commitment to. It isn't going to be neat is what I'm saying. More and more we're going to find the people in developing countries trying to make the best of what they have managed to learn, or can still learn, with our diminishing help.

I feel training, centrally, must be one of the key capacity-developing institutions that is placed in each of the countries, that is evolved out of whatever we're doing and whatever the developing country does. They have got to finally determine what I call the "why" of training, the "what" of training, the "how" of training, and the "who" to be trained. They must do that. They can do it with our advice and help, certainly, but the responsibility must finally be lodged in the developing countries by whatever technique or institutional backdrop they evolve for the purpose.

As some of you know, I've been trying to develop this idea and have approval from the Administrator to move with it. Like everything else, it's a problem of time and energy and commitment against, or with, the problem of dealing through a bureaucracy that itself is insecure, obviously insecure, in trying to think through its own role and wondering about the continuity it can have in any of the countries where we're gradually diminishing our activity.

I personally believe that the development of human-capacity institutes - I use that term only in a most general sense; I don't mean a single building or a staff -- but a capacity for thinking through the "who will handle these programs if we have them?" "If we take this step, do we have the kinds of people that will deal intelligently with the resources that are placed at the disposal of the developer?"

I think this is a key thing that must develop in each of these countries or we will truly, at the end of x years, look back and say, "What in the world was that all about? And what have we wrought? Have we done more damage than good?"

Well, this is the kind of questioning I am doing. It's unsettling, and I guess I'm going to be kind of an unsettling person in A.I.D. but I have no prior history with the program. I just look at it as I think somebody in from the provinces should look at a national program that has consumed - I don't know what the current figure is - but billions of our wealth in 20-some years. I look at it afresh. Why do we do what we do? Does it make any difference for the good? And what is "good"?

Human Resources as the
Wealth of Nations

Dr. Frederick H. Harbison*

Speaking of being a professor, many years ago at Chicago during the depression, I was out on the beach area and an obviously drunken man came along the beach and said, "Hello there. How are you?" I said, "I'm all right." He said, "What do you do for a living?"; and I said, "I teach." He said, "What do you teach?" I said, "I teach Economics at the University of Chicago." And he smiled at me and he said, "Do you really claim that you can say that you teach economics and still keep a straight face these days?"

So, I am going to say that I am an economist. I have a different text from another economist -- Adam Smith -- who wrote that great work called "The Wealth of Nations."

My party line is that the wealth of nations does not consist of material things or capital but consists essentially of human beings or human resources. And I would define "human resources" as the skills, the capacity, and the knowledge of people as related to the world of work. For my money, therefore, the cardinal objective of development is not the maximization of Gross National Product (GNP) or national income per capita but the maximization of the development of the capacities and energies in productive employment -- productive employment, of course, including the work not only of people in industry -- agriculture, commerce, and so on -- but artists, writers, religious leaders, poets, musicians, newspapermen -- and even university professors.

Now, I think that this gathering is here for important business, and critical business, because today, as has already been indicated, our foreign aid program is not only shrinking, it is on the verge of complete collapse. Unfortunately, we are devoting less and less of our resources to assistance of the newly developing countries. In many cases, actually, U.S. aid has shrunk to a trickle.

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Now, we in the United States are still strong on going to the developing countries and making studies and making surveys, and then making more surveys. And we are very, very good at giving advice to the less developed countries. But, in terms of giving anything of tangible aid, we are has-beens. We did this in the Sixties, but the amount that we're going to be able to come forward with in the Seventies is not very large.

As one person in a newly developing country told me characterizing A.I.D., "A.I.D.'s organization in our country is like a three-car diesel unit -- engine, pulling one freight car, and a caboose." In other words, the trickle of aid is so small that we now are finding ourselves everywhere not looked upon with as much esteem as we used to be.

I would be less than honest with you if I did not say that virtually in every country that I have visited in the last two to three years, the image of America -- American aid and what America stands for -- has been sinking. And it is sinking lower and lower.

Now, I don't want to be gloomy about this. The point that I want to make simply is this: The one thing that we have still got, the one area where we can still make an impact, is the training and education of students who come to our shores and who come to our universities.

And here, I think that our programs are not being cut back as drastically as others. And I also feel that there is respect in the newly developing countries for the principles of academia, for what universities and colleges stand for -- even if there is diminishing respect for the United States and its foreign policy.

Now, I'd like to take a moment or two to make a contrast between the human resource problems faced in the Sixties in the newly developing countries, and those that are going to be faced in the Seventies. In the Sixties, the big problem in the developing countries was shortages of high level manpower. You remember that we had the airlift of students from Africa. We have had ASPAU programs. There was a dearth, almost everywhere in the developing world, of highly skilled persons -- and, in many respects, university people.

So, we had a deluge of students coming to this country because of the lack of capacity in the developing countries themselves to do the necessary training that was required.

In the Seventies, the big issue is not so much going to be shortages of high-level manpower or shortages of manpower - although there will continue to be shortages of highly qualified and very well educated manpower. The big, overwhelming problem facing the newly developing countries today is under-utilization of manpower -- or, put more correctly - unemployment and under-employment now loom in the Seventies as the all-pervasive, highest priority, most difficult and intractable problem faced by these countries.

An economist these days is not allowed to speak on his campus or off unless he uses the blackboard and draws a diagram! I'm sure, at least to the psychologists here, that the diagram is obvious and perhaps needs no explanation.

This is a pictogram of a typical, newly developing country. The circles that you see there represent the modern sector enclaves of these countries -- where you have modern factories, modern government bureaucracy hotels, big industries, and so on. But these modern sectors, in effect, exist as islands in a traditional sea. Most of these countries are still very, very backward. There is very little trickle down from the modern sectors to traditional agricultural or to the rural areas. And the contrasts are very, very great indeed.

Now, typically, the modern sector of a newly developing country -- say, in Africa -- affects less than 10 percent of the total working force of the country. In Latin America, the modern sectors might be somewhat larger, depending upon which countries we're talking about -- maybe as high as 20 to 30 percent. But the modern sectors are small and unfortunately, the record of development, even in those countries which have been prospering well, shows that the disparities between incomes of the modern sector and the rest of the traditional economy, have been widening.

In short, the rich are getting richer and the poor are remaining about the same.

It is characteristic also that, in these modern -- and we'll now say "urban" -- areas, there is mounting and rising unemployment and under-employment. This unemployment and under-employment, though difficult to measure statistically by and large in most countries, is far worse than anything the United States ever experienced, even in the depths of the Great Depression.

And what causes this? Well, first the relatively higher wages in the modern sector acts like a magnet drawing people in from the countryside. Also, education is a factor. The more you spread education -- particularly, primary education -- around in the boondocks and out in the traditional area, the greater are the aspirations of the young to participate in the modern sector.

And, bear in mind that education -- with very, very few exceptions -- is oriented exclusively to modern sector development.

Now, a third basic problem, of course, is population increases. Bear in mind that in the developed world today, population increases as high as two percent are very, very rare. For the most part, on the average, both during the period of our industrial development and now, population increase rates in the advanced countries are well below one and one half percent per year. In the newly developing countries, however, population increase rates -- almost without exception -- are well over two percent. The average now is between two and a half and three percent per year. And some of the developing countries have population increase rates of three and a half percent and more.

The problem with the underdeveloped countries seeking to advance is like a man weighing 280 pounds, dressed in his running shorts, training for the marathon. He's not going to make it because he's got too much to drag. And, in many respects, this is the problem that is faced in the newly developing countries.

Now, here we have a dilemma, ladies and gentlemen. It is modernization. It is progress, in many cases, that is the generator of unemployment and under-employment -- the high wages in the modern sector which attract like magnets the people from the countryside -- education, which everybody wants, which fuels aspirations and makes people less content to be given a life sentence to traditional agriculture. And the population increase is a matter of better public health, reducing the death rate, while, of course, the birth rate remains constant.

Now, it would be very, very stupid, indeed, to say in order to solve this problem of surplus labor, particularly in the modern sectors, that what we should do is to bring progress to a halt.

To the extent, however, that unemployment and under-employment are diseases of modernization, we should put our minds to work to eradicating the diseases and finding the appropriate cure.

Now, some say, of course, that the way to solve this problem is to lower wages in the modern sectors of the developing economies. As an economist, I would say that that's a great idea. Just cut the wages of all of the civil servants and all of those people who were fortunate enough to have factory jobs -- cut them in half and, indeed, you would stop some of this migration to the cities. Those are the words of economists. It's absolute madness for anyone who has any common sense!

Another way to solve this problem would, of course be to eliminate education. "As long as you can keep the people dumb, their aspirations won't rise. So let's throw out education." This kind of argument is so abhorrent that it wouldn't even be considered by people in these countries, any more than a program of spreading disease around the country to increase the death rate would be accepted as a way to reduce population growth. So, no, you can't do it that way.

Some countries say, and some people say: "Since most of this rising unemployment is of young people and youth, put them in the Army. That's a good way because in the Army you don't have to pay them as much and you keep them out of trouble and give them some jobs at the same time." That really isn't a good solution. Unfortunately, it was a program used -- not consciously, not purposely -- but it was a program used in Nigeria. Because of the tragic civil war in that country, large numbers of young people were drawn into the army and this had quite an effect in reducing levels of unemployment.

We speak in this country about the draft. In Nigeria, I understand there were 500 applicants for every opening as a private in the army, just because there was absolutely nothing else for these people to do. But at the opening of hostilities in Nigeria -- and this may interest you -- we had 600,000 kids each year coming out of school -- out of primary school, secondary or higher education -- all eager, as you might say, to participate in the modern sector. At that time, the maximum estimated net generation of new jobs in the modern sector was about 80,000 a year. Here you have 600,000 kids with aspirations to enter the modern sector and only 80,000 places. Even if you write off half of them and say they are women and shouldn't have jobs -- and I wouldn't advocate that -- you still have a situation of tragic surplus.

The same is true in Kenya. The same is true in many other countries today.

Now, it seems to me that the conclusion is almost blindingly obvious because the industrial or modern sectors are so small in the first place and because they are capital-intensive and do not generate a great amount

of new employment, perhaps the main solution is going to be to try to keep people in the countryside.

Now, you can't keep people in the countryside in poverty and in traditional agriculture. The only way to keep them in the countryside is to have a rural transformation, to raise the levels of living of rural areas -- not just people in farming but in small industry and in road building, in public works, in many activities related to rural areas.

In short, most economists now looking at the developing countries in Asia, in Africa -- to a lesser extent in Latin America, but in many parts of Latin America -- are coming to the conclusion that the rural transformation is an absolute, necessary prerequisite for the Industrial Revolution.

We find, therefore, that in the fields of technical assistance, in the new priorities that are developing in national planning organizations throughout the Third World countries, the Seventies is going to be a period of greater and greater emphasis on all phases of the rural transformation broadly defined.

Finally, with respect to this background, it is obvious that, in the long run, this matter of surplus labor will have to be solved by some kind of limitation of birth -- a lowering of the rate of increase in the labor force.

I am not very gloomy now about this problem, mainly because it is recognized as the primary problem in development these days. There are now new studies coming out by the ILO - one in Colombia, another one recently in Ceylon - which, instead of talking about maximizing GNP and national income, are talking about planning for full employment.

But now, let's get closer to our own subject here: the outlook for foreign students and trainees coming to the United States. There are some background factors here which I'm going to suggest that in our Workshops we ought to keep in mind. The first is that, in the developing countries, in the Sixties, there has been a tremendous expansion in higher education. As nearly as I can determine, taking about 30 to 35 countries, the rate of increase in student enrollments in higher education has, for most countries, been five and ten times the rate of increase in GNP. It's been fantastic. In almost every country, the original targets for higher-education enrollments and expansion have been exceeded, while targets in other areas have not.

Secondly, as a consequence of this, unfortunately there is beginning to be, even in the African countries, a surplus of persons with university degrees. In terms of the numbers of students, the modern sectors -- which are small and tiny -- just can't absorb that many people except in certain specialized engineering, pedagogic categories, and so forth.

Also, more important, young people today in the developing countries are having to take jobs at a much lower level than they had hoped, or lower-level jobs than their predecessors had taken; and this results in a great deal of dissatisfaction.

Now, it has been traditional, as we know, that the degree is a kind of entry pass into that stadium which we call "the ranks of the elite." The difficulty today in the newly developing countries is that the entry passes -- there are so many of them that many, many students get admitted standing-room only. In a sense, what we're getting - using an airline phrase - is many of the younger people in the developing countries have to go into a holding pattern after their education before they can get into the types of employment that they and their families have been expecting of them over the years.

There is, thus, a growing restlessness among the youth in these countries, and I think we'll feel this kind of restlessness also among those students who come to us for study in the United States.

There will also be, I am sure, an increasing tendency for students in the United States to want to remain longer in the United States -- to want to take further work, to accumulate more degrees -- recognizing, as many of them do, that they may have to be in a "holding pattern." But your position in a holding pattern is better, the higher and fancier the degree that you may have.

In the Seventies I think we're going to have a smaller number of students than we have had in the past, certainly coming at the undergraduate level. There will be some shifts, of course, to graduate training. That shift has taken place quite a long time ago and is likely to continue.

I think, also, we may have more people here on a short-term, on a one or two year basis, to acquire knowledge in particular specialities and so on, so that the type of student that we had on our campuses in the Sixties is going to be a little bit different in the Seventies -- smaller in numbers, more concentrated in the graduate areas, a little bit more suspicious and apprehensive of the United States, and tremendously more worried about whether he can find employment back home if he returns to his country.

I think that in the Seventies we're going to have, therefore, to build a new philosophy, to develop a new kind of relationship.

In the Sixties I think we had kind of an attitude with foreign students -- an attitude also in helping the newly developing countries build their institution -- a kind of teacher-student attitude. We were the teachers; they were the students -- or, put in another way in monetary terms, a donor-client relationship between the United States and the other countries.

Now, it seems to me that that philosophy is now dead; that philosophy will no longer be accepted in the newly developing countries. Our U.S. A.I.D. organization has abandoned it a long time ago -- the A.I.D. organization which has some new and more progressive ideas, as our previous speaker has set forth. The watch word for the Seventies is going to be to develop genuine partnership in an intellectual exercise on an equal basis, a partnership in the accumulation and the application of knowledge. This means joint determination of programs of study, joint design of blueprints for research, joint exploration of the major fields of knowledge among scholars -- among minds dedicated to finding solutions as equals to the basic problems besetting the under-developed countries.

We're going to have to, in our universities, develop a much more outward-looking attitude. We're going to have to be more genuinely interested and concerned with the types of problems of environments that the students live in in the developing countries. We're going to have to abandon the idea that we have something to teach them and to give them which they can carry back with them through the douane to their own country. The new philosophy, I think, will have to be based on a genuine, honest desire with students to build a kind of capacity, a partnership with them, so that we will eventually have a network of intellectuals, a network of scholars, on a worldwide basis, collaborating as equals, not as a teacher-student relationship.

I have one or two concrete suggestions -- observations, I would say -- to throw out. It seems to me at the graduate level, at the Ph.D. and at the M.A. level, that we ought to make very determined efforts not to have students write Ph.D. or M.A. thesis in this country but to make arrangements, after they have taken their basic or general examinations, to return to their own countries and there to engage in high-priority research relative to the development of their societies. But they ought to do it there rather than in the United States. They ought to be encouraged to get back into the mainstream of their societies. They ought to be encouraged to break out of this holding pattern.

And if they go back and do their research in their own countries, this thought of collaboration, I think, will have much greater chance of success.

I will even go so far as to suggest another possibility. I suggest this with some hesitation because I have not as yet been able to get my own institution even to consider it slightly!

I don't see why, in the future, we can't develop joint M.A. or joint Ph.D. programs -- a Ph.D., let's say, in Social Science from the University of Lagos, and the University of Maryland -- or something of that order -- where we actually do combine, we join forces -- we try to provide the best intellectual stimulation we can -- in this country -- but at the same time collaborate with our fellow scholars, fellow faculty members and administrators in other countries, in developing a kind of joint degree. I think we need to play down the U.S. degree as such. A joint degree, I think, would have many advantages because it would emphasize the basic idea that you don't get your degree or your work in the United States here; but it would emphasize international collaboration, the development of an international community of scholars.

So I conclude on the theme of what the Seventies is likely to be and the problems before us. Yes, let's make the foreign student feel at home. Let's provide ways and means for him to get to know our people and our way of life. Let's provide as good an education as possible. But more important in the Seventies, let's think of our advisors as future collaborators in a worldwide network of expertise and scholarship.

Kieffer and Harbison Respond

to

Workshop Participants

FURMAN A. BRIDGERS (University of Maryland): I'd like to ask Dr. Harbison how realistic it is to think of the foreign student being able to finish that dissertation or thesis in his home country when he gets back and becomes so involved in his life, his work, his career there.

PROF. HARBISON: It's a very good question, Dr. Bridgers. There are problems of that kind, of course. I think it is quite realistic, provided that the support is given to him for writing of the dissertation in his own country, instead of for his continued stay in the United States.

In other words, if you've got a third or a fourth-year student at the Ph.D. level, I think if he's subsidized in the home country that that might help considerably.

Secondly, the pressure -- and I don't believe in it -- on young people today to get degrees is very, very great. According to my suggestion, I would keep the pressure and the "knee" on the back of those fellows as hard as possible to finish.

Thirdly, I think that one way that we can learn more about what's going on in the less developed countries and build this partnership better -- in having a person go back to his country and work on his degree -- is that there would be a joint committee, consisting of a person from a local university and a person from the stateside university in charge of working with that. I even think that we could spend some money wisely on developing advisory committees and examining committees.

Now, still, there is the problem of the fellow who doesn't finish the Ph.D. degree. We have that problem with our students in the United States. To the extent that there would be some slippage and some loss in people going back to their countries and not finishing their Ph.D.'s because they got involved in important work back home, I would say that that loss is worth the cost.

JOEL SLOCUM (Columbia University): I'd like to ask both gentlemen to respond to something Dr. Benson said that seems to be, to me unstated in all this talk about "development," and that is the constraints imposed upon development by the increasing pressure upon natural resources. There's a good deal of discussion on this topic lately among environmentally concerned people dealing with development. And I wonder to what extent we in this Workshop can be -- need to be -- thinking about the possible constraints on development. Is it possible still to think of development as something that can go on indefinitely without any halt to it in the future?

DR. KIEFFER: There are constraints within constraints on this one. I think the answer to the question is "No." We do live in a finite world, and the incredible drawdown of resources we're really just beginning to get a sense of.

There's a further problem though within all of that and we've begun to sense it. As some of you know, there's a very large worldwide meeting scheduled for Stockholm a little later this year on this very subject, to consider the implications of development on the environment. In the developing countries, maybe at the political levels, but perhaps elsewhere as well, there is a feel that, somehow, the developed countries, having extracted great wealth in resources out of the under-developed countries, now are scared about losing control over the resources if genuine development takes place in the developing countries under national leadership rather than international control -- something like that. They want to go on with their development and they really resent warnings, dire or otherwise, about not running pellmell to develop their resources. As Professor Harbison noted, there is a good deal of growing recognition that the real problem in these countries, for better or for worse, is under-utilization of available manpower and they see the direct line out of that one tied to development. You develop and you put people to work. And, somehow, it seems to them odd and suspicious that people are suddenly saying, "Don't develop because we can show you over in our country A, B, and C examples of what goes wrong and all the implications of careless development -- this kind of development and that kind."

I don't know. This may be one of those cases where they have to go through some levels at an awful price because we are gaining a better view of the interaction of chemistry and other things that are really a world-wide matter.

We know that now, and they will get on with kinds of development which we used to see in the early days of our country, which was pretty careless. It took us almost to the 1900's and on to begin some conservation measures to redress some of the horrible deeds that were done. We still haven't corrected many of them.

I'm just saying this is a constraint within a constraint here, and nobody knows the answer to this one. We may just have to blunder ahead and maybe somewhere after there's been a certain amount of development and implications of that carefully read in those countries as well as elsewhere, a larger view of the matter will come.

PROF. HARBISON: I think this is a really basic problem that you raised. We are running a seminar on this at Princeton at the present time. We have people from different disciplines. My colleagues in the Economics Department pooh-pooh the whole idea -- so do our demographers. They pooh-pooh the whole idea.

Now, I am a labor economist. That means the unskilled branch of the trade!

And I take the problem damn seriously. This is why I have been pushing my theme -- and it has fallen on deaf ears. Basically, if we get away from the idea that we must measure wealth in terms of material things, in terms of income, and measure it in terms of building capacities of man and utilizing his energies, we may have a partial solution to this.

Now a country does not have to be wealthy to be prosperous. For example, we have made these charts of indices of development. On any chart that you can make, the United States is way, way ahead of all of the other nations -- and the gap is increasing. But you take a look at health, at health indicators. Here the United States is way down on the list. It's even behind the Soviet Union.

Israel probably stands way up. So does Sweden. So do others.

Now, if I give you an index based upon intellectual development -- schooling rates and that kind of thing -- you'll find that there's much less of a gap between the developing and the advanced countries. Now, conceivably -- and I think this is a proposition that I put forth hesitatingly -- it is impossible for the newly developing countries to close the gap in terms of national income per capita. It is quite possible for them to raise their levels of living measured by some other criteria and close the gap.

Now, as Kieffer pointed out, we cannot say to the developing countries, "O.K., now don't look at us. You're going after the wrong things, you know." I think what we've got to do is develop a philosophy among economists, human resource specialists, in the advanced countries and in the developing countries that there is something a lot more important in national development than GNP per capita. I don't mean the GNP per capita is irrelevant, by any means. I think it's time, however, to dethrone GNP as the prime objective of development.

MOHAMMED HEDI LAHOUEL (Harvard University): I'd like some clarification on two points. The first one: Professor Harbison mentioned the need for a certain fundamental rural transformation in the developing countries. And you consider it as a prerequisite of the industrialization of these countries. I would like to know how the training program in the United States can contribute to that goal.

The second point is concerning the idea of going back home and writing the thesis there. I'm sorry -- you know, the point has been mentioned before -- but I would like to come back to this point. From what I know of most of the students who go back to their countries, and even sometimes you know, they have - they are willing - to start doing research, you know, in their own countries but they are limited. I think the main reason for that is a certain lack of tradition of research. There isn't there already a team which has enough experience to provide him with enough advice for the research. I think what we need is a certain contact with professors in the United States who have enough of that experience. And I would even suggest that it's a very good idea to go back to our country, you know, and to start doing research there. But it's also necessary that we go back and we keep that contact with our professors so that we benefit from the method itself. So I suggest that part of the time would be spent here and part of the time would be spent in our own country. Those are the ideas.

PROF. HARBISON: I like your idea of part of the time being spent there and part of the time being spent here.

Let's go back to your first question -- the problems of rural transformation. Is there anything much that can be learned here in the United States with respect to that problem? I would say very little. This is the kind of a problem which needs to be understood, has to be understood, in the context of the developing country itself. We never had a problem of this kind in the United States. Our whole problem has been to get people off of the farm, not to maintain them there.

Now, in the United States, we're very good at developing skills for modern sectors. It's a very simple matter, indeed, for a newly developing country to build a steel mill or an oil refinery and to learn to operate it or any modern factory. The techniques are known. The tables of organization are known. You know what training to give a particular person.

A far more technically complex and difficult problem is the organizational architecture for broadly based rural transformation. Nobody knows what kind of village organization, community organization, agriculture organization, is the most appropriate. And nobody really knows what kinds of skills and what kinds of people are needed to carry this forward - so that from a technical standpoint, therefore, the real problem is not modern industry but the techniques, the organization, the skills, to bring about the rural transformation. And this is something that can be studied and developed only within these countries themselves.

Now, getting back to your second point, it would appear to me that here is a new and a challenging area for local nationals of countries to become engaged in.

Your point is very, very well taken -- that without colleagues, without research organizations, why, if we are going in to continue aid organizations I strongly recommend concentrating energies and finances on assisting in the development of local country-based research organizations because our technology by and large -- 95 percent of our technology -- is geared to our way of life, which is completely and utterly irrelevant to the problems of rural transformation. And if we're ever going to get anywhere to solve these research problems, the research organizations and personnel will have to be developed within these countries themselves.

Now, yes, perhaps American professors and so forth can be in a position of advisors in the development of these research organizations -- not managers, not leaders but advisors. Perhaps that kind of an input -- temporarily, at least -- can be built up. But, you see, I think that if you're going to build research and development organizations in the developing countries themselves, the resource that you want to get in there, first of all, is the young graduate-level people who have got energy, intellectual curiosity, and some commitment.

FORREST G. MOORE (University of Minnesota): I'd like to ask both gentlemen to comment on the idea of how they would view educational planning as a way of doing this inside the educational institution.

What I'm thinking of is the fact that when you admit an undergraduate, you commit resources even far beyond the cost of non-resident tuition. Would they feel that institutions should be planning the number of undergraduates that come to them from other countries, other states, or the number of graduates? Should this in some way be related to developing countries' problems versus the open market, as many of us are still thinking, in terms of students entering the United States?

DR. KIEFFER: I think I'd have to say on that, that I really don't know what basis could be used today to facilitate planning of the kind you describe. It would simplify life if we could. You may remember, for instance, that Congress has never funded the international education title in the legislation on the books. I don't know -- I don't know of anything in A.I.D. yet that would permit us to develop that kind of framework to facilitate planning. I could see the development. I think I could see how that could come about with some fair predictive capacity of the kinds of institutions that Dr. Harbison has been referring to, the kinds of training institutes -- which is sort of a cousin of what he's thinking about. If those were in existence and the entire aid process related very closely to answering the question "What kinds of people do we need to do this, that and the other aspect of the plan for a developing country?" I think you could pull off those figures and then be some allocated process determine roughly who's going where.

GEORGE ANTAKLY (Embassy of Kuwait): I'd like to direct my question to Dr. Harbison.

At the end of the presentation you mentioned two suggestions -- a joint venture of a M.A.-Ph.D. program overseas and in this country--say, here and in the country of a student -- doing research overseas.

Now, how much would this influence the Brain Drain situation in the United States with foreign students?

PROF. HARBISON: Yes. Your question is related to the Brain Drain and this plan of sending students back to do their Ph.D. and Master theses -- what effect would this have on the Brain Drain.

It reminds me of a story, incidentally. For those of you who saw My Fair Lady, the musical comedy, the saying goes: "The drain of brain goes mainly West by plane."

First, I think the Brain Drain problem has been exaggerated. I say that, having spent two years working on a study of the Brain Drain -- the so-called EWA study headed up by Chuck Kedd -- and although it is very,

very serious with respect to a small number of individuals -- and those are the ones that are really critical -- I don't think that it is of mammoth proportions, although I recognize it as a problem.

Now, specifically to your question, I think it would reduce the drain of brains if you sent people back to their countries to get their degrees, indeed, if you made it mandatory for them to get their degree back in their own countries.

I understand that in Tananarive, Malagasy -- Madagascar -- they have a very good system there for giving medical degrees. No person is allowed to practice medicine in Madagascar unless he has a local degree. Now, the way they work it is this: They send their medical student for two years to France for basic training and then they come back for a year or two -- I don't know what the sequences are -- and the only way they can get a degree is to come back and get it in their own country and do internship and service in their own country.

I would say that that is a device calculated rather craftily to cut down on the Brain Drain.

There are some problems -- though there are many countries, such as India -- to a certain extent, the Philippines and others -- that have such a surplus of university graduates that it is better to refer to the "overflow of brains" rather than "drains."

I think that in India, for example, it's a good thing for a large portion of their university graduates to try to get out of the country, because they're producing too many of them.

This may be true in other countries as well. It is certainly true in the Philippines.

This applies, of course, to the masses of university and college graduates. You always have this critical problem of that small minority -- those persons with critical knowledge -- and those persons with education of high quality. And in any country and at any time, they are always in critically short supply.

DONALD N. NELSON (Miami University): I'd like to make a comment and then direct a question to the speakers.

I think they were very good at giving advice on how we might assist countries on industrialization. We're not so good at giving advice on how we can assist with industrialization without the attendant problems

-- such as, how do you create labor mobility without destroying the basic infrastructure of the society and joint families and kinship relations and the rest of it?

I think this is the kind of thing that maybe the foreign students would like to be able to go back with -- that is, the package, but without all of the kinds of things that create the problems.

This is a question that might more specifically relate to what Forrest Moore has asked -- that with the oversupply and under-utilization of manpower in many of the countries, I believe that the countries will still give manpower priorities, a list of manpower needs. We are in a process of having to reevaluate the priorities on our own campuses as to just where our resources are allocated. We are confronted with the problems of freedom of the individual to choose his own educational objectives. But, at the same time, is there any way, through this process of collaboration, or by multi-country agreement or bi-national agreement, that we can somehow reach a consensus as to what these manpower needs might be? And do you believe the universities in this country ought to be in the business of saying that we will train x students in this specific field, or do we feel that these are the only students that we should accept in view of the other demands on our resources?

DR. KIEFFER: I don't think we should. I think we just don't know enough at this point and we might have well been missing some very important bets.

All of you, I'm sure, realize that many of the very desirable things came from unplanned activities, unforeseen consequences -- all sorts of things like that. Marty used the term "transition" before. "Transition" is almost permanent. I think we are in a period now where a good number of the values are being tossed up in the air for review, whether we like it or not. It's a period of search for the validation of our institutions. And perhaps out of that will become institutional renewal across the entire range of America's system.

We know there are many aspects of it abroad. We are in the process -- and I have no time frame on it -- of examining, or people are demanding that we do examine, our institutional setups -- who makes them up, what do they do, do they get results.

We have large-scale areas where we haven't gotten desirable results -- many things -- all the way from Women's Liberation. All of these things, I believe, are manifestations of it; and I think it's a very healthy thing

that has occurred. The quest for institutional renewal is so much upon us that to establish the kind of frame of what I think your suggestion would entail I just wouldn't advise at this point. Maybe sometime, but I wouldn't advise it now.

PROF. HARBISON: I agree completely with your remarks. If it were possible to set up the machinery to do what you have in mind, I would oppose it with the last drop of energy that I have.

I would do so for this reason: We have a competitive university system in this country. We compete for professors and we compete for ideas. We compete for students. And we have an innovative system because we have competition.

Now, secondly, no country, developing country, knows what its manpower problems are. They change from time to time.

I think one of the great, fine things about our American system of higher education and the way that it has handled its foreign students is that there has been variety, there's been innovation, there's been experimentation; there have been new ideas here and there. And I think that's the kind of a system that we want to keep.

JAMES F. HARTER (Kansas State, Emporia): Coming from Kansas and having grown up on a farm in the plains of Kansas, I learned at a very early age. If I may allow you some observations, as a child herding cows -- and believe me, I'm not giving you any bull at this time -- but as a child herding cows, I at a very early age observed that the cow produced more milk and better milk if the grass was greener and a cow did not let a fence stop it to get where that grass was green.

If I may use this observation, I would like to relate it to, first of all, to our support of what we are discussing here and our hopes that it will not be killed. I just hope that somehow we can get across that fence, as the cows so many times as I herded them managed to do in impossible situations. And I would hope that we carry this theme not only to our deans or to the people we are responsible to but to the community and to the people who will see to it that this knowledge that we are gaining or that this reinforcement will be carried on and that other people will know about it. This is the support.

Now to the students, the grass is greener on the other side of the fence, as the saying goes. For the students who have come, they finally see -- or maybe they have been reinforced too -- that there is greener grass. And where can we stop them and how can we stop them from reaching

or going to that greener grass? Can we, by making them go back to their country in terms of contrast, be assured that they will remain there, unless greener grass is put together for them to graze on?

I'm asking this as a very pointed question because I did want some discussion on it; and I'm not standing on the other side of the fence with the problem of digestion and then saying, "Try it. You'll like it."

DR. KIEFFER: I want to address myself to the "grass is greener" comment.

I have no doubt that in the minds of many of these young people it is so. I think we've got to realize, however, that we aren't dealing with just the private wills of individuals. A good deal of the concerns we have -- and I don't mean the foreign student advisors. They see all foreign students, or at least most who come for whatever reason, whether they're supported or non-supported -- but from the standpoint of the A.I.D. program, for that portion who are supported that way, this is not just a matter of what individuals wish or want. The A.I.D. program is bilateral -- there are conditions, objectives and strategies -- all sorts of things -- built into an agreement. And an individual who is sent by his government with the help and support of the American people to accomplish certain objectives -- I think he's in a rather different position than some citizens of a foreign country who manages to scrape up the money and want to go West in an airplane. It's a rather different set of circumstances. And I think those people who come in A.I.D.-supported programs have an obligation to go back and help carry out, or try to, the part of the agreement that led to their being scheduled for training in the first instance.

Now there's another aspect of it, and I appreciate that this is much more subtle, and that is: I think there's something that has begun to occur in many of our black communities and in other minority communities in America -- a desire to see their people move on. And this means going back amongst them and serving amongst them.

Now, you either have that feeling or you don't but it seems to me that, in the future, this will get to be a much more important influence on the behavior of the individuals. And I appreciate coming here and looking at the grass and seeing that it can improve the agriculture -- sticking to that kind of resolve -- but I think it is going to grow.

PROF. HARBISON: I'd like to make just one comment because it's a very important question, the grass being green. I'd like to apply it to the problem that we face with scientific manpower. Unfortunately, you

know, we're going to have a surplus of scientific manpower in the newly developing countries if we don't -- when I say "we," I mean the developing countries and ourselves -- take a more realistic look at it. You bring a person over for higher-science training -- in physics and in aeronautical engineering, or in chemistry and so on -- on the ground that you have a shortage of these people, and then you find, as our young man pointed out here, that if he goes back there are no laboratories to work in, no colleagues, no money spent by the local country to develop a research capability.

Now, you know, you're not going to make scientists happy by sending them to the United States and then telling them to go back and teach secondary school children elements of science.

Now, one of the basic difficulties with many of these programs in the less developed countries is sending people over for advanced technical training which is beyond their foreseeable needs. It's kind of like a country that goes in for jet aircraft when it has airfields that can accommodate only a DC-3.

Now, I think in many respects we get the cart before the horse. And when I speak of "we," I think it's the A.I.D. program, I think it's the World Bank, the United Nations, the developing countries themselves -- all of us in, to use your term, this "racket" -- of human resources in the developing countries. We just don't give enough thought as to where these people are going to land, nor is enough attention and energy put into that.

Now, to go back to the "green pastures," my statement is: Let's go to work on planting the pastures and making them greener there, rather than letting them dry up -- in other words, make the environment and the incentives in the local country more appropriate for keeping people there.

One way to look at this, incidentally, ladies and gentlemen, is to look at various countries. You don't find any problem of Brain Drain from Tanzania. You don't find much from Kenya even. There are many, many countries where you find virtually none at all. Now, in Tanzania, they've got a very, very interesting program, a lot of activity in rural development. They're devising and designing a completely new system of learning, which fortunately is copied after much that we have in the United States. There are challenging opportunities for people back there. We never have problems with Tanzanians going back home. And the wage scales of government people in Tanzania are among the lowest of all African countries.

Now, all I am saying here is what we need to do is to be much more sensitive to what is going on in these countries. It is not our mission to teach; it is not our mission to recommend; it is not our mission to give. The big thing that Americans need to do in the Seventies is to understand. That's the first thing they must do.

AMBROSE C. DAVIS (University of Pennsylvania): It seems to me that in our country here we put an awful lot of emphasis on value. And even if we send people abroad and the people carry those values there, you are going to have a certain amount of problems there also because the American value has a good benefit and you take it from there. What it seems to do is to escalate the level of expectation. That is No. 1 with our type of values. And by also doing that, you find we are faced with the problem now that the pressure for change is so great that the capacity to control, the pressure for change -- you have two forces: pressure for change, capacity to control -- and the capacity to control is no longer there and it doesn't matter what we do. We are going to have a problem.

As Professor Harbison said a while ago, we have this diversity in our educational system here and people are going to strive to do the same in these developing countries. And if we go there and we say, "Do not educate like that," it seems to me they're going to label us as people who are interfering with their system. So I see this problem.

I don't have the solution but I think you both have discussed the sort of thing that seemed to border on these things. I guess you don't have any real solution. I would like to have your comment on it -- either of you gentlemen.

DR. KIEFFER: Well, I don't have a real solution. I think I spent the better part of my time this morning indicating how difficult it is all going to be and how much we did in the past.

Now, with the benefit of hindsight, we've decided we better do something. We ourselves haven't raised the question; others have.

I don't profess to have a solution. My feeling -- I think I agree completely with Professor Harbison and some of the points that you just made. The whole foreign aid program, it seems to me, is in need of a kind of review that relates itself to what is happening in the few countries where we are going to continue to help. Much more of what we do is going to be done in the future through multilateral bodies, development associations of one kind or another.

I don't know how long the Congress will support activities of that kind. There's already some indication that the kind of power that goes with the appropriations committee chairmen and subcommittee chairmen seems lesser if the money is voted through international instrumentalities.

They speak of U.S. objectives not being clearly in control any more when you spend through international associations of one kind or another. We've got a problem of political dynamism in this country that grows out of the dynamics of the Congressional system that really governs just about everything that finally happens so far as it happens as a result of spending our tax revenue.

I just think there are too many "if's" to have pat solutions to things, to have ideas. And we've got to, above all, recognize that things are moving on -- maybe not according to some predetermined plan in developing countries but they are different than they were five, ten years ago. Their economics, in many cases, are different or their problems have gotten more aggravated in the interim. As was said here, we simply have got to understand what is happening in these places before we get into any Grand Planning or tout ourselves as advisors to these people.

If, in the interim, they want to come over and see what we are doing, learn how we do it and learn what the results are from doing it, God Bless them. Let's have them and treat them as equally as we can, given the state of their knowledge about whatever it is they've come here for and try to send them home at least with some of their questions answered, plus or minus.

EMMANUEL OTCHERE (Iowa State University): I agree with Professor Harbison -- his idea of a joint M.A.-Ph.D. program -- because, for example, if you take agriculture, the problems facing the U.S. aren't the same as in most of the developing countries. A lot of the research is more of a basic nature while if you go to the developing countries, it's more of the applied problems. So, if someone goes home to do his research, he would more or less have something to start with, rather than maybe coming here to do the basic research and then going home to find out that he will not be able to continue the basic research that he started here. And then, if the degree is going to be awarded, will it be awarded by a U.S. college or by the college in his hometown in his country?

And one problem which I think might crop out will be the unavailability of tools -- that is, equipment -- say, A.I.D. -- which is sponsoring him, toward the acquisition of equipment in their basic research. And if the participant, for example, leaves the U.S. and goes home, he might be faced with the same problem of unavailability of the equipment. And

can such a person, for example, apply to A.I.D. for funds to get equipment for further research?

DR. KIEFFER: I think we're, in many respects, a long way from using A.I.D. funds just that way. I suspect this grows out of the fact that we haven't yet recognized, on a sufficient scale, the kind of option that Professor Harbison is suggesting. In other words, if that got sold, were under way, and there were recognition of the multiple nature of a degree -- the collaborative nature of a degree -- then, if the two countries have an agreement regarding certain manpower objectives that involve training and research, it can be made a part of the agreement to have the equipment.

I don't know how you'll get it serviced. That raises some questions all in itself. But anything is possible to put into an agreement between two countries. The conceptual development is a little poverty-stricken at this point where we have to move forward along that line.

J. RUSSELL LINDQUIST (Long Beach): My question has to do with practical training for students who are brought here for a degree. I'd like to have your impressions with regard to its appropriateness, its value and its place -- particularly within the problems which we have in the "holding pattern" -- the thing you mentioned.

PROF. HARBISON: Well, I don't have the answer to your question but let me elaborate on it.

In the first place, I think you've got to be specific as to what you mean by "practical training" and in what fields. Is it in agriculture, is it machine-shop work? -- so on and so forth -- so I would say that it would vary a great deal. I would say that in fields related to technology that the kind of practical training that is most relevant -- most relevant in the developing countries -- can best be gotten in those countries themselves.

An example: In engineering, all of our programs are related to very sophisticated types of equipment and complicated problems. The crying need in the developing countries is for people who can design what many of us economists call "intermediate technologies" -- labor rather than capital incentives.

Now, the last place in the world to study labor-incentive technology is in the United States.

Therefore, I think if you define your problem -- what is the problem in terms of the high-priority needs of the developing country -- you design the components of the education or the learning process to give you, as economists say, the "maximum path."

Now, in some cases, you may find practical work in the United States to be the answer. In other cases, the practical work would probably best be done within the context of the home country.

J. RUSSELL LINDQUIST (Long Beach): I'm speaking of the "holding pattern" in terms of the students voluntarily holding themselves, knowing there are no jobs at home. We oftentimes are not able to control whether or not they are able to undertake practical training while they are here, nor are we oftentimes in a position of controlling the appropriateness of that practical training.

I know that A.I.D. has had some question about whether this should actually take place under certain circumstances or not. And how do you go about controlling it? This is the dilemma that we're in.

PROF. HARBISON: Well, this holding-pattern business -- I hate to be hard-boiled about this. I don't think that we should assist students remaining in this country by the holding pattern. If I know anything about planes, the way to get down in the airport and on the runway is to get out of the holding pattern, not go into it. In other words, I think that there is no justification whatsoever for retaining people -- foreign students -- in the United States just to give them additional training -- to mark time -- if that training is not relevant. It would be far better to cut off aid completely and send them on their way.

This may seem cruel in many respects but with respect to getting into their own societies, the sooner they start, the sooner they'll get where they want to go.

STEWART E. FRASER (George Peabody College for Teachers): My question relates, I suppose, to both our speakers, in regard to the faculty cooperation with these sort of joint programs. And I think faculties in the United States, like elsewhere, aren't worried about giving up their prerogatives on their programs. I wonder if any of our speakers have any particular models on bi-national degree programs in which visiting professors took part in the research or the examination abroad.

This is a habit many Europeans or British universities have. They may have a British professor who is an examiner, this type of thing, but I'm thinking more of the professor who simply gives the oral examination.

I'm wondering if any of our speakers may have any models we might look at in the next couple of days for this.

PROF. HARBISON: No, I don't think there are any models of this. I think there is a great deal of concern about it.

I have not been able to push this idea in my own university, although we do have the idea of sending students back to do their Ph.D. examinations and now we're moving into holding the oral examination in the country itself rather than bringing them back, only that comes hard. I say, however, that we do not need to reject a good idea just because nobody has tried it. If we were to follow that philosophy, we'd innovate not at all.

I would guess -- that there are many situations today where the joint-degree type of thing is being explored. It has been done in connection with British universities and local counterparts in Africa in a little different context; and I would be quite certain that some innovating university in the United States, having found that the way they did business in the Sixties is not going to be the same as in the Seventies, may innovate along these lines.

Now, that's a very weak answer but I guess it's an honest one.

MR. HENRY: If I could just take the prerogative here Dr. Londono, you don't happen to know of any similar joint-degree programs in Latin America that have been successful, do you, by any chance?

DR. LONDOÑO: No. I don't know of a combined program.

MR. HENRY: This is the former President of the University of Valle, now with OAS -- who is our speaker this afternoon.

DR. LONDOÑO: Not as a combined program. I think that we have had probably many ventures in Latin America with some assistance from an American university for some specific programs. We have had assistance from many universities -- many in the United States -- for graduate programs in specific fields -- and, as I say, in a combined program. We're thinking of having one in our university with a consortium of universities in Oklahoma. I don't think that that has gone through yet. But the idea, I think, is beginning to be very clear that this could be done.

GEORGE BRYSON (A.I.D.): I would like to comment that A.I.D. does have some programs going. We have a program going on, a joint-scholar-

ship type of work, with the consortia group -- that is, the counselor universities in India. Also, there is a program in Turkey and we have one with Southern Illinois in Nepal. They have worked -- just the plan that you have put forth.

OTTO SCHALER (A.I.D.): There is a joint-degree program between the University of Southern California and Heidelberg in education. I don't know anything about the details.

DR. BENSON (Michigan State University): I know that A.I.D. has supported a number of participants who have gone back to do their research at home. With increase cooperation from academic departments and with greater acceptance of this idea by A.I.D. we can expect an increasing support in this type of program preparation.

DR. KIEFFER: Whenever that kind of thing arises, I keep thinking of the story of the old merchant who was lying in bed dying. He called his two sons to him and said, "I am about to go, and I must get across to you two very important things. The first is: Honor every commitment you make to the letter. A promise should be your word. Carry it out." Yes, father; and what is the other point?" "Don't make any promises!"

A lot of the underlying thinking on training; the purpose of aid and all that -- as I indicated earlier -- is -- certainly under review in many ways. And I don't see any reason why what is being suggested here, if it is made part of an A.I.D. agreement, can't be done. We certainly have the tools, and the kinds of resources, to do many of these things. I don't know why we should throw in the sponge in advance -- and as Professor Harbison said, just because it hasn't been tried or perfected.

I think a good deal of what we do--all the way from our transit systems to everything else we do, reflects the know-how we have to do these things. We've just simply got to get on with the job of trying to see how the technology can be applied to the needs that we have identified.

And maybe, somehow, we can devise a program that brings the people from A country over to C country, with America not necessarily being the place that we think of for training. If we really want to assist in helping people, the tool kit should be viewed very broadly and flexibly.

Now, I appreciate that doesn't bring people to your campus; it doesn't bring participants to our training specialists. It does something else. But if we really mean to be in this business of trying to help people

as they see their needs, then I would try third-country training built on finding the success story.

PROF. HARBISON: I would just like to speak to that question. It may be wrong for me to do so. I will say that for the past 10 years I have been a consultant to A.I.D. in one capacity or another, but I would say that with -- and I have said some unkind things about A.I.D. and our image abroad -- but I would say that with respect to the kind of thing that we've been talking about here -- the kind of innovations that are necessary for the future, the kind of attitude that we're going to have to have in the Seventies as opposed to the Sixties -- I have never found a time when A.I.D. has been more flexible and more receptive to ideas than at the present time.

Now, I say that, not speaking for the Agency but speaking as an outsider and looking at the Agency and occasionally bombarding it with sometimes unwelcome suggestions. But there is a chance for innovation. And it just occurred to me that I didn't want to let the opportunity pass to recommend to you that in your deliberations here the next few days to think through some of the basic innovations that should be applied to our A.I.D. program, or to whatever successive program that we have to A.I.D. And even if Congress is short-changing, not appropriating the money that we would like to see appropriated to A.I.D., there are people in that organization who are receptive and who would be most happy, I am sure, to discuss innovating ideas with representatives of a group such as this one.

MR. HENRY: Well, I think you would agree with me that this is a very appropriate note on which to end this morning's session. It seems to me that we have been treated to an extraordinary opportunity to hear from two gentlemen who have clarified for us the issues and the challenges of these next few days in about as fine a fashion as we could hope for.

I think the underlying theme -- at least, as I take it from this morning -- is that there are no pat solutions. I think Dr. Kieffer and Professor Harbison have suggested that the way is fraught with a certain amount of irritation, aggravation -- even frustration -- but that through these next few days perhaps we can arrive at some solutions.

We have heard I think this morning that we have had various and sundry challenges before us; but I don't think there's any question that in these next three days, as we cope with some of these frustrating things, we will look back on this particular session with great thanks both to Dr. Kieffer and to Professor Harbison. Thank you both for coming.

Foreign Student Development

A View from Abroad

Dr. Alfonso Ocampo Londoño*

I wish to thank you very much for inviting me to participate in this seminar. It is an honor to be here in the company of such outstanding personalities as you who are gathered here today. It has been a pleasure to prepare this paper as a modest contribution based on my 18 years in various directive capacities with a Latin American university which has sent several hundred persons abroad for study or observation -- principally in the United States of America -- and also based on my own experience and what I have observed of my children's. I hope that you will look at my remarks not as a view from abroad but a view from inside!

Undoubtedly, you are already familiar with most of what I have to say; I do not pretend to be the first in proposing innovations, nor do I want these suggestions to be mine alone. The only thing I do hope is that, in the main, they will be simple, practical, logical -- and maybe provocative. I have read a great deal about foreign students in the United States; and now that I have been asked to speak on the subject, I have become aware of the lack of a policy or a practical orientation in regard to it. The majority of the materials you read are excellent and full of idealism which I share fully, but practical advice is scattered or refers to specific universities or other institutions without having arrived at any general rules. Naturally, there must be a certain degree of institutional adaptation, but some useful generalizations should result from experience.

I shall begin with the assumption that whoever comes to the United States to study will return to his home country; therefore, some of my suggestions are directed toward preserving that most scarce and important asset of the country -- human resources -- without which a nation cannot build or improve itself. My first reaction is to oppose any effort to retain those coming from abroad; interchange of persons cannot be turned into a human hunt for the purpose of collecting the prize specimens, if what

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is really desired is the attainment of harmonious progress among nations and to lend assistance because it is considered right.

On the other hand, the student who comes to this country should have a special motivation in doing so -- a particular sense of mission, of social responsibility toward his fellow countrymen -- who, when all is said and done, have made it possible for him to be in the privileged position in which he finds himself at the moment he is able to go abroad to further his education.

I understand, nonetheless, that there are special reasons why a person must leave his country -- and possibly not to return -- but I do not believe that to be the case with most students. The exceptions should be dealt with separately and individually when they are truly that, and not when they are excuses for noncompliance with their duty.

Motivations

The United States is, without any doubt, the country that, since World War II, has opened its doors widest to persons from the rest of the world who want to study. Perhaps the motivations of the Government and other institutions are different, but it may well be that a good part of them are to obtain greater prestige or world power and to make friends for U.S. foreign policy. Of course, there are other more spiritual reasons such as: philanthropy; true friendship; attainment of world peace; the ideal of creating a better and more just world, based on the concept that he who has must give more and has the greater world responsibility; the search for mutual security and improvement of the home institution and country; the sense of being admired or liked, united in the ideal of advancing in knowledge and skills and with them to achieve a higher level of development and social progress. Among all of these should be included the mission the United States has been called upon to fulfill as a leader of democracy, with the permanent moral obligation to perfect its system as an example to others. I wish to give emphasis to this idea in order to express some doubts I have regarding results that are currently being obtained and that have been in the past, and the lack of clarity -- or even reluctance -- to express what it is hoped to attain as opposed to the open policy of indoctrination and preparation of leaders for a socialist world which the communist countries do express and carry out. The differences in these approaches is clear for, while some study to shape and direct a socialistic world, in this country -- the champion of democracy -- the utmost effort is made to avoid its being said or interpreted that in the United States the leaders of its political system are being trained. Little or nothing is shown in the courses of study about what the country's political doctrine is or should be.

At times even, it seems that the professors and U.S. opinion are in contradiction, creating confusion among many, since not only is the "democratic method" not taught but such emphasis is given to certain political changes that it appears the foreign student's period in this country is more one of socialistic indoctrination than a stay in a democratic country where the individual and private enterprise, with a social conscience, have such a basic and important role.

Some people, especially some U.S. political leaders, consider this country as doing a great favor to others in providing the opportunities it does. Of course it is, but it is not gratuitous, since it cannot be held that the greatness of the United States has been achieved in isolation from the world that surrounds it, with which it has negotiated and whose resources it has utilized. Assistance must be presented not as largess but as an obligation to others and as the very essence of its democratic mission and of respect for the human dignity of others, which is incompatible with the state of misery in many countries. On the other hand, a program must seek benefits for, and be important to, both parties. It must be one of mutual assistance -- the only way it can be accepted and executed with goodwill, with interest and with dignity. The two-way road is not easy to achieve in a truly equal fashion for often one appears to be broader than the other; but when a cultural point of view or one of international understanding is taken, the results are balanced. If they are not, the program should be revised, since, with a few changes, the advantages could be equalized. A special source of opportunities, which is not generally utilized, rests in the foreign students themselves -- who could play a much more important role in the teaching activity of the university where they are studying.

Programs

It is quite logical that, if training programs are designed to fill a social or technical mission for developing countries, they should have a direct bearing on their progress and leave the supplementary aspects in a secondary position. On that basis, it is difficult to make such a selection and the United States Government or any institution cannot pretend to be an infallible judge -- which is even more difficult if what is sought is integrated with spiritual and material development and not merely economic progress. Nevertheless, it is not so difficult to determine the kinds of specialization that are most needed for the development of a country. As a rule, the countries, through special organizations or institutions can express their preferences directly. Extreme examples sometimes clarify concepts. Thus, no sensible person can deny that, for a developing country, a nuclear physicist is less important than an engineer, or a Greek linguist than a sociologist. Of course, a country might need a nuclear physicist

urgently but, in that case, the need should be supported by proof or the country itself should make an effort to train one. All this really means to say is that a study program should be relevant to the student's home country and, if at all possible, be geared to its national development goals.

The courses of study do not necessarily have to be different from those that are customarily taken in colleges or universities but there must be sufficient flexibility to enable foreign students to take electives that are individualized and different from usual and, only occasionally, different from the basic core of studies required for a degree or title. What should be followed is a good program, one which has been adapted to the situation within the student's home country -- but one that demands properly evaluated, quality achievement on the part of the student.

Many students upon their return will occupy important positions in government or private enterprise for which they must have training in administration, a sense of social responsibility, and a capacity for teamwork. Therefore, an effort should be made for them to have opportunities to participate in pertinent programs and to acquire experience so they can become not only a credit to their profession but, more particularly, a good citizen, useful to his society and a leader or prime mover for progress.

I believe that you -- the United States -- should educate for democracy without any diffidence whatsoever. I believe that it is necessary for a foreign student during his stay in this country to become acquainted with the philosophical principles; the active, practical concepts; and the responsibilities which a democratic system imposes. I feel that every training program for foreign students should include courses, seminars, and discussions on political matters and that there should be no believing or pretending that the students will acquire an understanding through a policy of laissez faire or through sporadic lectures or demonstrations which sometimes seem contradictory to the system itself.

Many of the students will return as teachers and will occupy important positions in the educational systems or the universities. It is important then that they acquire not only a good knowledge of the subject they expect to teach but also a good theoretical and practical preparation in educational administration and knowledge of methodology -- especially innovations -- so that they will know how to teach and, of course, how to carry out research.

In general, I believe the studies should lead to a degree -- or, at least, foreign students should; in taking a subject, have to comply with all the inherent requirements for credit, whether the credits are to be applied toward a degree or not. My first preference is for graduate studies that

do not require more than a two-year stay in the United States. I would put in second place those graduate programs, such as the doctorate, that do require more than two years -- probably one, the Master, followed by the period in his home country and then come back for a Ph.D. degree. I should prefer that undergraduate courses of study be taken up in exceptional cases only and high school studies even less, for I consider they should be completed in the student's home country. There are always justifiable exceptions, of course, but I do not believe that just having money should be among them. In my opinion, the number of admissions a U.S. university can allocate for foreign students -- which will always be limited -- should be preferably for graduate study and not for specialization at the undergraduate level unless no opportunity exists in the home country for study in the desired field. The period for the formation of a social consciousness about one's own country is during the years of secondary education and the first years of the university. It is at this time that the student identifies with his country and its needs.

Opportunities should be offered first of all to those who have had at least one year's work or teaching experience after graduation so they can be at least familiar with the environment in which they will act or which they will try to change or improve. Thus, they will be in a better position to make comparisons.

It is important, also, to mention a fact that may seem contradictory. Most of the students do not know well their own country so it is necessary for them to study it seriously and to appreciate the relationship of the subjects they are studying or living conditions here with those of the country where they have been living and where they will be working. Any important written work, either of study or of research -- especially the thesis -- should be centered around a national situation, or at best on a topic that has relevance to the home country -- and with preference in his own land.

Much more could be said about the programs of study but I must not fail to underscore the necessity to think not only of the arriving student but also of his wife. She will probably suffer more cultural shock, far from her natural environment, without the help of her family and friends, while adjusting herself to another way of life. She has an equally important role in the formation of the future executive or member of a profession and an even greater one in his perseverance. Therefore, thought should be given to a program designed especially for her which should include not only economic aspects of the home or social activities -- which are all too often very insipid -- but that which will be conducive to her own cultural and civic enrichment.

Students

The success of a foreign student -- it being understood that the university where he will study is a good one -- depends largely on the care that is exercised in the selection process. It is necessary to understand his previous education and the academic quality of the institution from which he comes -- in many cases variable -- his motivation, maturity, what he hopes to accomplish, the institution to which he will return, his financial resources, personal and social standards, language competence, et cetera.

To evaluate all of the above can be done only through a system of careful study by properly prepared, permanent personnel acquainted with conditions in the applicant's home country. American universities usually send to, as well as request from, applicants for admission good information which can be used in making the first self-analysis. It would appear difficult for the universities to evaluate properly the information they receive unless they can count on the services of persons with much experience and knowledge of the home countries and institutions of the applicants or organizations within the country. Undoubtedly, the services of consultants or of graduate students in the various universities and the opinion of students of the same university or others can be utilized to obtain reasonable assurance that positions are not given because of special -- not to say extraneous -- influence, and to avoid the acceptance of candidates who are not endowed with the desired moral and intellectual qualifications -- principally because of friendship or personal or family connections with personages of importance.

The proper academic aptitude of the candidate is indispensable because the intellectual demands at the beginning of studies are superimposed on the handicaps of language, customs, and so on. It must be remembered that in many countries university admission is highly selective and obtained only through a strong competitive process. This could be interpreted that many applicants at the undergraduate level who were rejected on the basis of entrance examinations or because of low grade averages in previous studies are admitted in U.S. universities. I personally know of instances where this was the case. Competence in the language of study is indispensable. Proof should not necessarily depend on requirements that are impossible to meet but on tests which will reveal the candidate's ability to learn the language. The student should be required to continue studying to perfect his knowledge of it. In any case, the institution he comes to and his teachers should understand the initial difficulties -- slow reading, poor composition, et cetera.

Everyone who leaves his country to study should have a governmental, academic, teaching or personal mission to fulfill upon his return. Preferably, the guarantee of a position to which he can return to serve his country should be required. I am aware that acceptance should not be limited to those who have governmental or institutional support but they should have connections with some serious private entity, at least, I repeat that being able to pay for the studies should not be considered a credential. Admission primarily on this basis could deprive others who are intellectually better qualified of opportunities to study.

As a matter of principle -- again I am repeating myself -- I sincerely feel that the period of study should not exceed two years, except in unusual cases, so that the student does not become disoriented, overtrained or alienated from his own culture.

I also believe that preference should be given to the married applicant who is accompanied by his wife and children. This poses financial problems; but it is important to his future that his wife also have the benefit of exposure to a new culture, even though she may suffer the initial shock of separation from her family, friends, kinds of food, language, and doctors. I do not believe at all that a married person should come without his or her spouse. It is not only cruel but dangerous; the sacrifice is too great, and at times temptation may be overwhelming.

And an unmarried student has the serious problem in that, if he does marry, there is a greater probability of his remaining abroad or of returning with a wife who cannot adjust to his home country -- which frequently happened at my university.

Finances

I have to touch the subject of finances without trying to give a truly comprehensive point of view and mainly as it has a direct correlation with the student.

There are many agencies, foundations, of the U.S. Government, that make possible that many thousands of students come to this country. Also, many countries with their own resources send students to prepare them for the future tasks needed locally. Examples of ICETEX of Colombia are flourishing in many nations and are of vital interest and should be assisted and strengthened. They try to select students for study grants according to national needs and they loan money to those that do not have fellowships. Sometimes it takes the students many years to pay them back, because, without any doubt, tuition in the North American universities is costly, as is also the cost of living. Perhaps, some day, this the burden on individual

students caused by the rate of monetary exchange can be eased for these students, by distributing or dividing the cost among all who receive financial aid from any one of these organizations possibly by providing the aid in part-fellowship and part-loan form, thus duplicating the benefits. In fact, many students will value more highly the studies they are planning or taking if they have some financial responsibility. But let me call your attention again to the fact that, from the academic and financial aspects, it will be very convenient to work with these kinds of institutions.

Students should come to the United States with a reasonable and sure amount of money. I will caution for the extremes: probably it should not be too much, but neither should it be too little or nothing. Both situations are detrimental for the academic productivity. I am not against wealthy students who want to study. They have the right, and it is very important for a country that they study, but I am against those who come and act as just playboys and waste money in which the home community has the right to demand its good use. Also, when they come without enough money, their needs are so great in this kind of society -- and may be the world over -- that they have to make a special effort to supplement what they have.

Everybody that comes has to expend more money than they receive from home or a fellowship and they need extra money. Also, and mainly at the beginning, they need advice to be settled, where to rent a place to live, how to furnish it, how to buy food -- simple things as how to name the cuts of meats, vegetables, children products, et cetera -- and how to get transportation, health insurance, and so on. I think this could be done with not too much difficulty and it is very important and also will save them the scarce money they need so badly. Somebody has also to caution them about this credit-oriented society, even though the different companies protect themselves, but many students have been or are in trouble for this extra spending that comes with "easy" credit.

I think that there are many ways to help a student to earn that extra money, especially with formative jobs -- assistantships, associate researchers, teachers or assistant teachers for foreign languages or literature, social work, international relations, and so on. I strongly believe that the presence of foreign students is an opportunity that colleges and universities are not using effectively and that could improve them. Let me say also that I am not against manual work and I do not think it degrades people. It could be formative but not the best in that respect. Also, they differ a great deal in this capacity. In summary, I believe the best situation lies in the just middle way but I think that the institution should be prepared to help more because more of the students will face problems for which they are not prepared.

I shall not go into details regarding how the student should be received and guided upon entering this country, his getting established, his acceptance, et cetera. This is too big a subject. But I should like to emphasize that we should not look at only the problems he faces upon his arrival but also the opportunities open to him to make a substantial contribution to the enrichment of the culture of the host country or institution. This potential is frequently wasted, whereas it should be utilized. Then, too, the important thing is not to be concerned with the social activities of the students and their families but to try to help them to understand and benefit from whatever the U.S. community has to offer -- meeting with individuals of this country and their organizations and participation in the life of the community. As International Exchange, 1970, says so well, it "is not simply doing something for foreign students as to do something with them and share with them and share with him our mutual problems and aspirations".

As I said at the beginning, and as the Institute of International Education so succinctly stated in its report Open Doors, no nation can compete with the United States in this "openness", as evidenced by the foreign student growth from 24,000 students in 1954 to 144,708 in 1970, plus 12,047 "scholars". These impressive figures objectively demonstrate the enormous task of selection, guidance, and adaptation of these students. Some institutions have several hundred of them, and some cities or regions have thousands. This is a difficult task, one requiring a high degree of professional competence and which must be multi-disciplinary in the areas of guidance, admissions, and all other academic and personal aspects.

There is much more to be discussed but I have already taken too much of your time. Before closing, I do want to express my most sincere appreciation of your task and its responsibility. You have my greatest admiration. I should like to emphasize the direct bearing your action has on the building of a better world. As Antoine de Saint Exupéry says in Wind, Sand, and Stars, "To be a man is, precisely, to be responsible . . . It is to feel, when placing one's grain of sand, that one is contributing to the building of the world". -- and that "Experience teaches us that to love does not at all mean to look at each other but together to look in the same direction". To fulfill your mission then, you need not only competence and efficiency but love.

Ocampo Londono Responds

to

Workshop Participants

AMBROSE C. DAVIS (University of Pennsylvania): This is more of a commentary -- I'm Ambrose Davis from the University of Pennsylvania -- but it has to do with the student who comes here privately and the one who can afford to pay. And from the university standpoint, in my experience, we have the least problem with that person because, invariably, he's more cosmopolitan, he's not coming to the States for the first time. And I know in one of our schools in particular -- the Wharton School, which is a business school these are the people. And I was amazed that 23 were really foreign. And we have absolutely no problem with these people. They are wealthy; they can afford.

Now, I think -- I don't know to what level these people are contributing to their societies but what I must say here, too, is that these people always go back.

DR. RALPH D. PURDY (Miami University, Ohio): Would you care to comment, sir, on ways in which an American university and a university in your country could or should cooperate in some kind of an exchange program?

DR. LONDONO: I think that there are many ways, really, in which universities from the States and the other could collaborate. The one thing that I hope I make very clear: Now, with this collaboration, it will be much better if there will be a two-way draw -- not only helping somebody. I think that there's a great need, really, that both have something in common they would like to share, and I believe that everybody could benefit very much, for instance, in any country of the world. There are many things to learn and, therefore, many things to learn when we come here.

I believe that they should be also more or less involved in a special program. For instance, some professors of the university could go abroad and try to teach or do research or work in research in another country; and, at the same time, some students could come here to be prepared to take the place of those professors when they leave. That's one way. Or even to send the students here in order to be trained. But this is another need that I tried to stress very much in what I said to you -- that those students could be used in the institutions to improve what they call cosmopolitanism,

internationalization -- as you like -- of that university.

I would like very much that everybody that comes here contributes something to the culture of this country.

I don't know. There are so many ways, really.

DR. BYRNES: Yes, sir?

DR. FOREST MOORE (University of Minnesota): Again, I'd like to speak quickly to the question of educational planning. Most institutions at this point are faced with a kind of financial crisis, and not to decide about a plan is to decide in some other direction. So what actually is happening in many institutions is an increase in undergraduates who can pay higher rates of tuition. That's what's actually happening in a number of institutions.

Now, if we were to take the approach that you are mentioning and if an institution says, "Well, we want graduate students first, undergraduates second", what we'd really be saying is we need for a student who's going to support himself fully, roughly, six to eight thousand dollars at the graduate level -- although our tuition is about sixteen hundred for non-residents.

Now, would you support a position in which an educational institution says to students from your country that, if they are wealthy they should pay the full cost of education in U.S. educational institutions -- that if they cannot afford to do so that your government and private agencies will select a panel of students for us and say, "These are students who should come and be educated, partly at U.S. expense"?

DR. LONDOÑO: I don't know whether I understand correctly your question. I mean to say that because when the questions are so long there's the problem of language and I have some problems!

What I have to say is this: I don't think that to be wealthy is the credential to go into the university. The credential to go into the university is to be academically prepared to do so. I believe that the wealthy student should pay the full amount when he has the money but you have also to understand that to be wealthy in one country is not the same as to be wealthy in another. A man that could be rich, for instance, in a Latin American country could not be rich here. That's another point of view.

I believe also it's very important that what we consider "wealthy" students or wealthy people could study and should study. One of the problems that wealthy people are facing is that they don't educate themselves well to maintain that wealth or to serve the country where he is. And that's the reason why they are losing many countries, for example.

I believe also that in the differentiation of pay inside universities -- in my country, we have a system that I consider very good, in which each student pays according to the incomes of the parents and poor people don't pay really almost anything and rich people pay the full amount. I believe that this could be done.

It's difficult. I imagine that with so many universities and so many colleges it's going to be very difficult to differentiate. But I do not believe either that because he's a foreigner he should pay more than a local student. I do not believe in that. I believe even that he should pay at least the same amount, and if possible less, because the conditions are different. I do not believe that the United States would do it alone because it's the United States. It is because other countries have helped also to make the United States great; this is exactly what I mean.

MR. MARLON GEROULD (Western Michigan): I want to ask, for example, on the students coming from a country like Colombia, in this instance do students from the rich and from the poor families have equal opportunity to get a loan? If so, are these people in a profession or do they have a profession before they apply for a loan and, therefore, are guaranteed their job before they return to their country? That's the first question.

And the second question I wanted to ask is your thought on having married students bring their families with them.

In most cases I'm sure this would be a matter of bringing the wife. And if he brings the wife in this case, would it also be necessary for the wife to be working on some type of a degree so that she not only has the opportunity of the social part of her stay and study in the United States but also the academic part so that when she goes back she can better respect her spouse?

DR. LONDOÑO: Let me answer your question with an example. It's really a credit to the institution to be trained abroad. That's exactly the thing. In that institution, they loan money to the students to come to other parts of the world -- and it could be the United States, it could be Europe -- even Latin America. And even right now they are studying, training, inside Colombia. They loan the money and they pay sometime after graduation and they pay according to the value of the money when they loan the money with some kind of extra interest. There is some interest just to preserve the value of the money. That's the only thing it is. In that institution not only poor people or poor students have chances but they have more chances according to the income of the parents.

Some of them cannot even request this. It's really for people who need some assistance to go abroad. But that means also that when he comes back

after one year or two, he has to begin to repay in order that other students could go abroad for the same purpose.

I think this is a wonderful insitution. It's doing a tremendously good job.

Now, there are very many of them in very many different countries. They select the students also by their economic standards. They've tried even to help them to get a good school or a good university and there's no question about it really. This is continuing with them.

For the second question -- all we say is that certainly I prefer that they come here -- without any question. And second, I believe that the wives should have some kind of preparation here. That depends very much on the academic qualifications of the wife also. I believe that if she can have an academic qualification to go into the university, I will prefer that she go to the university. If she doesn't, there are so many community programs here, so many social activities, community development and all that, that she could obtain. My idea is that the wife should also get an education while she's here -- that the only privilege will be not just for the husband. And also I believe in the couple, in the family concept and that because of these, I believe that together not only will we do a better job in understanding each other better but also one will help the other very much. And also, when they come back, both of them will make a team also for improving the country where they are.

MARGUERITE MARKS (Portland State): I think, as you indicated in your speech, that you feel that all foreign students should satisfy the requirements. I wonder if you would care to expand this point in the light of our discussions about being abroad, especially when you talk about joint M.A. and Ph.D. programs and other new ways to change our way of foreign aid.

DR. LONDOÑO: I really do believe that they should go with the requirement of a course, even if they fail together. I would believe that everybody has to work very hard in order to pass a class. Here it's very easy, really, just to get out from the class at the end of the year in order not to have in the record some failure. But I believe that when somebody comes, he should go and have all the requirements, all the homework, all the examinations -- everything in a subject. If not, there is a danger that he came here just to serve and not to do any hard work.

: I believe that somebody that comes from abroad has to work very hard -- not only hard, very hard. This is my impression.

I believe also that academic quality can only be achieved through hard work. I do not believe in some subjects. And there's no question -- for

a foreigner it's going to be very difficult. For that reason, every time somebody comes from outside, I advise him not to take a really full load during the first semester.

In the first semester, he has to be adjusted, he has to learn more English, and I believe the first semester should be some kind of, maybe, three or four subjects -- no more than that. This is why. And also, I believe in the credit system because maybe after he does stay for a year, he realizes that he could go and get a degree. And if he's been here just observing or just attending a class, probably he would not do all of the effort he could do for this job.

This is mainly why I feel that way. I don't know if I can answer some of your questions.

STEWART E. FRASER (George Peabody College for Teachers): In speaking of courses, I think you mentioned earlier the suggestion that perhaps we have something on the politicalization of democratic process. I wonder if you'd like to comment further on courses on ideology for a foreign student.

DR. LONDOÑO: Yes, I think that's very pertinent because I had mentioned it about twice in my talk. And I really believe in that. I believe -- this is to be very clear -- that America is the showplace for democracy, and it has not only the responsibility of a better democratic country or the best democratic country but also to show to the others that come to this country what this system means.

That does not mean brainwashing. That really means that also this kind of system should be demonstrated, should be taught in the universities, and not be ashamed of. And I believe that sometimes the United States is ashamed of democracy when they come here; this is exactly what I mean. In the same way when they go to Russia, to China, to Cuba, the main subject they take is the political subjects.

I do not mean that they should do this here the same but at least they have to be exposed to what democracy means, how it works -- how it works here -- with all the effects that it could have -- at least, with the good kind of life that this gives -- how individuals and society mix together, how it could work -- with human defects, as always. But also I believe that sometimes there is a contradiction between what you teach -- what the professor teaches in the university -- and what really the country is.

DR. BYRNES: I'm going to reserve the right for the last question because we haven't had many A.I.D. comments, but this one I'm particularly interested in and I'm going to ask you because you alluded to it during your talk and during the comment period.

For several years now, we have been adding what we call "complementary programs" on top of the technical program -- the original essence of why the foreign participant comes to the United States. Many of these have been highly successful -- I'm not loading the question -- some of them we wonder about. We're at a point where we wonder how far we can proliferate these added programs.

I would like for you to comment on both sides of the picture, as you see them -- on, for example, one particular program which we call "mid-winter community seminars," these mid-winter community seminars starting from the base of what to do with students when the dorms close down over Christmas time to the point where they become highly sophisticated with themes to get to know Americans and American communities and how our systems operate within the United States.

I want you to, if you will, comment on this kind of thing as it relates to the comments you made earlier.

DR. LONDOÑO: I have not been, really, very excited about this kind of problem. I think, from what I have read, that they have been diminishing with time. This is more or less what I think. It's very difficult sometimes just to have, for instance, foreign students that come here -- they need some orientation; no question. They need an orientation that could be written or verbal orientation. But the best orientation they could receive about just the travel and all that guidance -- it should be in the place where they are going to be at the time they are confronted with the problem. They will be more interested in what they are going to do. When you give some these kinds of seminars before coming, certainly they are interested. But sometimes what they say -- they do not believe at that time it could be relevant. But when they just feel the problems, when they just feel the needs -- when I mentioned, for instance, this thing about simple things, as the cuts of meat, for instance, for a housewife, or even for a student who likes to prepare his home cooking -- I think it's very important. For me it has been very difficult to learn that, and probably for my wife -- and my wife probably knows much more about it. But those are simple things that only you know when you are here. And if there is somebody here, a good teacher, to teach those minor things -- how to buy things a little bit cheaper, where to buy it -- where is the closest place to be -- that helps a lot. That's a present problem.

I don't think, really, that I have a good answer to your question about courses or seminars before coming. They need to have some orientation, but the real one is when they are confronted with the problem. That is what I believe.

MR. BRIDGERS: Well, I think it's only fair to our A.I.D. friends who are

working with NAFSA to point out that a good many of the suggestions that Dr. Ocampo has so well made are the services that the national association has been engaged with over a number of years; and, of course, we are always interested to know which of those we are succeeding most with and those in which we still need to do some work. And I also would like to point out to our A.I.D. friends that all the representatives of the community groups here are doing just precisely the things that Dr. Ocampo has mentioned. So, as I say, we'd be very much interested indeed to know in which of these we are succeeding best and in which we will need more work.

DR. LONDOÑO: Also, I would like to say in the beginning I was very clear -- saying that any of these things were based on observation. I have had good relations with different A.I.D. people for a long time. I know how they feel about all this. These ideas are their ideas. I also have studied, I have read, about what NAFSA is doing. There's no question that it's doing a very good job. I believe I didn't have very much to contribute for this topic. The only thing that could be, really, is -- as we say in our own proverb -- maybe you have it also here -- that "nobody is a prophet in his own land." And maybe because I'm from outside, it could have some value!

REPORT OF THE WORKGROUPS

To organize a strategy of human resource development in a comprehensive, sequential manner and to achieve the maximum results from the experience and knowledge available among the diverse individuals participating in the workshop, the participants were divided into eight working groups and assigned four major topics. These topics covered the full range of concerns and responsibilities involved in bringing students from abroad to U.S. campuses. The reports of these individual workgroups should be viewed as related parts of a total proposed strategy for human resource development.

On three of the topics, the two assigned workgroups submitted joint reports. However, workgroups 7 and 8 perceived their topic of "Follow-up" more in the sense of "Continuing Education, Evaluation and Feedback Processes" and developed their recommendations accordingly.

On a fourth topic, the two workgroups submitted individual reports. Workgroup 5 has submitted a series of recommendations that would contribute to a program that would be inclusive of the total desired non-academic experiences for the sponsored student. Workgroup 6 however, used a student model to develop a program of non-academic experiences including Orientation, Guidance, Involvement and Seminars.

The workgroups, their topics and their leaders and writer-reporters follow below:

Workgroups 1 & 2 -- Establishing a Philosophical Basis for the Development of Human Resource Models and Programs

Lee Wilcox and Joel B. Slocum, Leaders
Stephen Arum and Virginia Roth, Writer/Reporters

Workgroups 3 & 4 -- Developing a Program of Relevant Education through Cooperative Efforts between Campus and Sponsor

Stewart E. Fraser and Arthur J. Mckee1, Leaders
Virginia Malone and Robert Hefling, Writer/Reporters

Workgroups 5 & 6 -- Developing a Program of Relevant Community and Social Experiences through Cooperative Efforts between Campus and Community

Ronald G. Heinrich and Mary A. Thompson, Leaders
Hazel M. Boltwood and Marguerite Marks, Writer/Reporters

Workgroups 7 & 8 -- Developing a Comprehensive Personal and Professional Follow-up Program with Foreign Alumni

Forest G. Moore and Milton L. Carr, Leaders
Judith Shampain and Margaret Warning, Writer/Reporters

Establishing a Philosophical Basis for the
Development of Human Resource Models and Programs

Workgroups 1 & 2

International education is undergoing significant change, both from the perspective of the United States and from that of the developing countries. On the one hand, United States institutions of higher education are questioning their role in educating students from other countries, primarily because of increasing financial pressures: public institutions find state legislatures more and more difficult to convince of the need to increase allocations; and private institutions find it ever more difficult to sustain endowments and to offset rising costs with income. Both experience the effect of those social and economic changes taking place in the United States which, among other ways, are expressed by the struggle of minorities for greater participation in higher education, including having a larger share of financial aid funds--funds which might otherwise be utilized for international education. Meanwhile, many North Americans are questioning their government's foreign policy, particularly as regards the kinds of assistance given to developing countries.

On the other hand, changes are occurring elsewhere in the world which are calling many aspects of international education into question. The needs of developing countries for education and training of their citizens overseas are changing, as it becomes apparent in many of these countries that there is an over-supply of degree-holders and an under-utilization of highly trained manpower, and that human resources are tending to be concentrated in urban centers, to the detriment of rural areas. Also, developing countries are increasingly seeking to be cooperative partners with the United States, rather than mere recipients of our beneficence. As a combined result of these changes, both this country and others must re-evaluate the means of developing human resources.

Given these changes, and the concomitant need for re-evaluation, United States higher education must undergo a profound readjustment if it is to continue to play a vital part in fostering international understanding and good will, contributing to the advancement of knowledge, and encouraging cooperation within the international community of scholars. This will require an explicit formulation of policy on both the national and institutional levels.

On the institutional level, without attempting at this time to speak about the requirements for policy formulation at the national level, policy

for admitting foreign students cannot be uniform for all institutions of higher education. Rather, each institution must consider the various rationales for admitting foreign students in relationship to the various kinds of sponsorship arrangements under which foreign students come to the United States, and then decide what combination makes the most sense in terms of its own resources and capabilities.

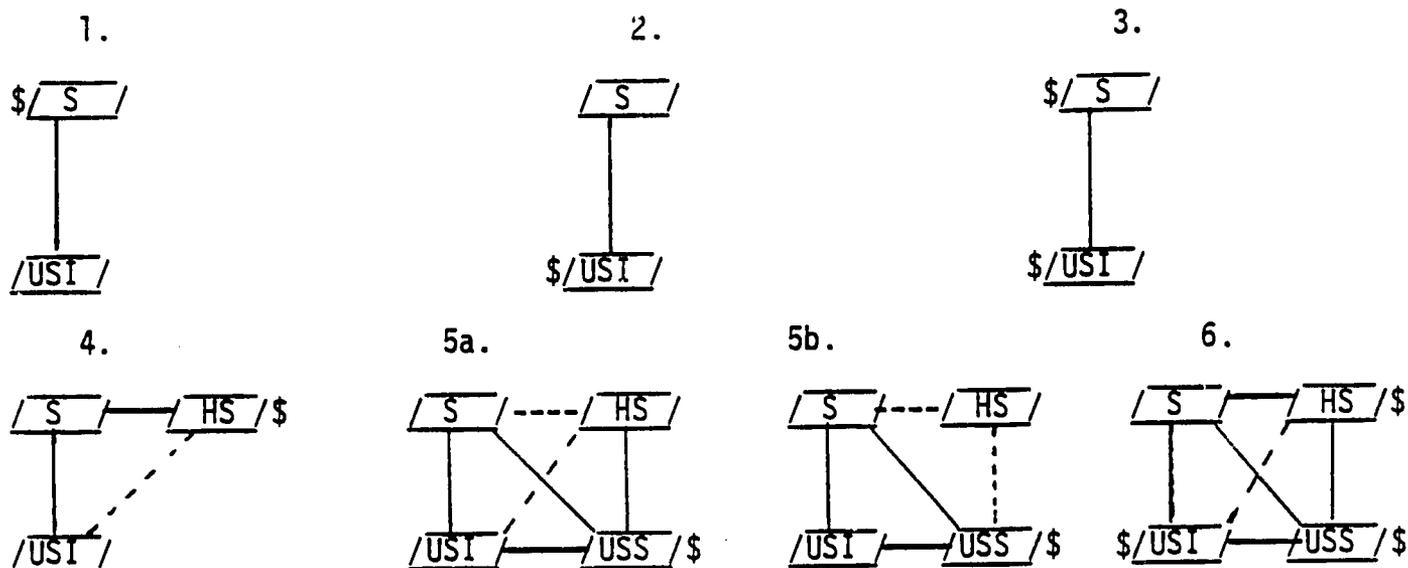
The most common rationales for admitting foreign students are the following:

1. admit best qualified students regardless of country of origin;
2. admit students whose proposed programs relate to manpower needs in home countries;
3. admit students who can make a special academic or cultural contribution to the institution and its community;
4. admit students so as to achieve a balanced enrollment in terms of level of study, country of origin, and numbers or percentage.

Sponsorship arrangements, i.e., the relationships among institutions, students, and sponsors, are illustrated as they most commonly occur in the following diagrams.

Diagrams

Legend: S = Student
 USI = U.S. Institution (college or university)
 HS = Home Sponsor (government, organization, agency, company, etc.
 -- or international organization or agency)
 USS = U.S. Sponsor (government, organization, agency, foundation,
 etc.)



The dollar signs indicate the source of support; the solid lines indicate one or more direct forms of relationship, including financial support and contractual agreements; the dotted lines indicate possible lines of communication or consultative arrangements or relationships.

Explanation

- Diagram 1--the self-supporting, independent student.
 " 2--full financial support of student by U.S. institution.
 " 3--partial support provided by U.S. institution, rest by student.
 " 4--full support provided by home sponsor (or international organization or agency).
 " 5a--full support provided by U.S. sponsor, such as A.I.D., through contract with home sponsor.
 " 5b--full support provided by U.S. sponsor, such as the Bureau of Educational and Cultural Affairs of the Department of State, under no contractual arrangement with a home sponsor, but with the possibility of consultation therewith.
 " 6--joint support, under an agreement, by home sponsor, U.S. sponsor (such as A.I.D.), and U.S. institution--e.g., AFGRAD, LASPAU.

The final step before the formulation of policy will be to consider which rationale or rationales are most defensible for each type of diagrammatic relationship (hereafter referred to as "student type"). Before that, however, it is essential that the institution satisfy itself regarding four crucial points: first, that it can offer the student the program he wants; second, that the student is adequately prepared, in every respect, for that program; third, that the institution can provide the personal as well as the scholastic services he needs; and fourth, that it can maximize the benefits, both academic and non-academic, the student will receive from his experience in the United States. These must be viewed as vital pre-requisites for the admission of any student. Furthermore, they imply the need for still another step to be taken before rationales are weighed against student types.

Satisfying itself regarding the above pre-requisites means that the institution must undertake a searching self-assessment. This should be called for at the highest level, and assigned to a carefully selected committee composed of faculty, administration, and student members. The following should be considered by the committee:

1. Admissions--
Does the Admissions staff have the training and resources to evaluate
a) foreign credentials, and b) manpower surveys?
2. Foreign student advising--
Are there enough properly trained advisers? Do they have adequate
resources in terms of space, staff, and budget? Can a beneficial
orientation program be planned and carried out?
3. Teaching of English as a second language--
Is there a program which can meet the needs of students with widely
varying levels of ability in English? If not, and if one cannot be
instituted, foreign students who do not have full proficiency in Eng-
lish should not be admitted.
4. Community program--
Is there an organized community group to provide such important ser-
vices as a) a host family program, b) a "loan closet" program,
c) a wives' program (English, crafts, leadership and community services
training, social activities), d) community action projects, e) pro-
grams, trips and tours that interpret U.S. society and its institutions.
5. Curriculum--
Are there courses taught that are a) of general interest to all students
regardless of national origin or eventual careers? and b) of specific
interest to foreign students planning to enter the Peace Corps or
careers of an international nature such as business or agriculture.

6. Faculty--
Are there courses taught by professors familiar with one or more foreign countries and thus able to cite examples relevant to the needs of foreign students who will return home? (These might be professors who had taught abroad, participated in overseas technical assistance projects, or foreign language and area specialists. If such professors are not available, foreign students might, as a last resort, do their research on United States problems rather than on problems in their own countries which no one is in a position to evaluate properly.)
7. Library--
Is the library adequately stocked with materials relevant to the study and research needs of students who expect to return home? The availability of such materials can serve to encourage students to focus on problems or questions connected with their countries.
8. Finances--
Are there adequate scholarships, fellowships, and assistantships to attract and see through to degree completion high quality foreign students? Are there funds to provide for emergencies such as illness, currency exchange difficulties, etc.?
9. Housing--
Is there adequate institutional or community housing available that is appropriate to the needs of foreign students?
10. International programs--
What kinds of programs are there and how effective are they? (e.g., study abroad programs, technical assistance programs, exchange programs with foreign universities).

Having completed its self-assessment, the institution is ready to decide which rationale or rationales it will adopt with respect to which student type or types. The rationales can be ordered in importance for each student type. For example, in the case of the independent, self-supporting student, many would think that rationale 1 would be of first priority, with secondary consideration given to 3 and 4, and little to 2. On the other hand, if a university is providing full or partial support, as in diagrams 2 or 3, it might choose to give first priority to any of the four rationales. In the cases where an outside sponsor is involved, as in diagrams 4 through 6, the sponsor's interests -- to which the institution should be responsive -- are most likely to dictate that rationale 2 would be paramount.

The relative importance of each rationale can also be viewed independently of student type and could guide an institution in cases in which different

type students were competing for admission. For example, if an institution chose to place priority on rationale 2 regardless of student type, then a type 4 student would be admitted before a type 1 student, assuming both are equally qualified. In the final analysis, however, the rationale or rationales which are most appropriate for the kinds of foreign students the institution chooses to admit must be an explicit policy decision on the part of the institution, and that decision must reflect the institution's capabilities and resources.

Developing a Program of Relevant Education
Through Cooperative Efforts between Campus & Sponsor

Workgroups 3 & 4

Because a significant portion of foreign students, especially at the graduate level, come from the developing countries of the world, appropriately planned training programs can provide tremendous impetus to development in these countries. In planning such programs for foreign students it is vitally important that there be adequate communication between the student's sponsor or referring institution and the receiving institution as to the need to be met and the type of program required, thereby enabling the receiving institution to develop a relevant program for the incoming student.

Before the departure of the student from his home country, he should be adequately oriented as to the nature of the program he is to undertake and the institution to which he is going. Brochures and other printed materials outlining available services and facilities should be furnished. Where possible, representatives and/or graduates of the receiving institution should participate in the orientation process, and when feasible, a representative of the receiving institution might well participate in the selection process.

Orientation and counseling for the incoming foreign student should, insofar as possible, be organized and carried out cooperatively by the admissions officer, the English teacher, the foreign student advisor, and the academic department under whose supervision the student will pursue his studies. Through intensive counseling prior to or at the time of enrollment, the educational needs and problems of the student should be identified and evaluated by the host institution. Wherever possible, responsibility for such counseling should be assigned to a member of the faculty who has had experience in the particular region or country from which the student comes. It is also recommended that the services of foreign students already on campus be employed as seems appropriate to assist in the orientation activities. Host family or similar programs may also be used to introduce the student to the community in which he will reside and study. Such relationships should be encouraged throughout the student's sojourn.

A university that maintains a policy of admitting foreign students also has a concomitant responsibility to assure that the particular needs of foreign students are appropriately met. To accomplish this goal, it is urged that the university support an adequate foreign student advisory component on the campus with effective lines of communication and coordination with

the offices, departments, and agencies of the university concerned with the programs and welfare of foreign students. These lines of communication should also effectively extend into the community. At the end of the student's program and prior to his return to his home country, a workshop or seminar should be provided to prepare the student for re-entry into his culture and society.

English Language Proficiency

Students whose English proficiency is not adequate for full-time academic work should be encouraged to undertake additional English language study prior to enrollment or as early as possible in their study program. The newly arrived foreign student's competence in English should be assessed by people qualified to make such evaluations. This evaluation should be made even though the student may have successfully completed English language courses taken at a Bi-national Center, or elsewhere, in his home country. The student who is in need of additional language instruction should be scheduled for up to one full term in English as a second language course thereby lessening the possibility of encountering a serious language handicap during his study career.

It is suggested that where possible, English language study should be more closely related to the discipline in which the student plans to enroll. In applying this principle, English language classes might be organized according to the study discipline and perhaps subdivided in terms of major concentration. Although intensive language study may be initially recommended, foreign students should be encouraged to undertake one professional course concurrent with their language study, even if only on an audit basis.

A recommendation is also made that when feasible, it would be advantageous to consider the development of special institutes having the capacity to provide any one or all of several components including initial orientation. Such institutes would be discipline oriented, such as the Economics Institute which has been offered for 14 years on the University of Colorado Campus by the American Economics Association, would stress the technical terminology of that discipline and would offer an opportunity for the student to move gradually from full-time language instruction to relatively greater academic involvement.

Clearcut understanding and coordination must be maintained between the sponsor and the receiving institution relative to English language requirements and competency and the means of providing appropriate training to achieve language competence.

Program Advising

The first term course work of the entering foreign student should be planned according to his English language proficiency as outlined above. It should also include a one-semester orientation seminar course, especially in the case of graduate students, which would deal with research techniques, library usage, term paper and thesis writing, etc., as well as the operation, administration, and philosophy of the university.

The time requirement for a foreign student to complete a master's or doctoral program should be discussed at the beginning of the student's program. In most cases, two years should be allowed for the master's degree. This would give most students sufficient time to complete English language requirements, orientation courses or seminars, and some extra course work in areas in which the student's background may be deficient.

Flexibility is an important aspect of programming and some opportunity should be allowed for a foreign student to branch out beyond his disciplinary boundaries. Extra-disciplinary areas to be considered are communications, administration and management, economics, and sociology. Hopefully, such courses will assist him in understanding and recognizing his role as an agent of change.

Research and Degrees

Research programs for foreign students should provide experience and training in research and design techniques which are applicable to their particular countries. Where possible, a thesis program should be coordinated with an institution in the student's home country and to the extent possible, research should be done in the home country. A good arrangement for training foreign graduate students is provided when a U.S. institution has an active collaborative program with an overseas institution from which the U.S. institution receives candidates for advanced studies. In such cases, it may even be possible for the degree to be awarded by the home country institution.

In connection with research being done in the home country, it is suggested that U.S. universities might appoint roving examining professors for a limited period to collaborate with professors in home country institutions to review research programs and work and to participate in examinations. In this way, cooperative master's and Ph.D. degrees might be established.

A degree oriented educational program normally gives the best scope for in-depth planning to meet developmental needs in the lessor developed countries. Such programs fit best into the pedagogical structure of a university. However, the needs of developing countries demand at certain points specific short term higher level technical and professional non-degree training programs.

In view of these special needs, it is recommended that serious consideration be given to the ways in which such programs may be most acceptably integrated into the regular academic structure.

Developing a Program of Relevant Community and Social Experiences
through Cooperative Efforts between Campus and Community

Workgroup 5

It is assumed that all participant training is to prepare the participant for a leading role in his professional field in the development of his country or community. The concept of gaining knowledge and experience beyond his professional field is one that is often difficult for the student to perceive and implement. Therefore, a more structured system of providing this aspect of participant training may be required.

The following is a "beginning" for the development of a model for campus and community use in providing an atmosphere for assessing experiences, looking at values, and developing insight into the potential use of human resources in the life and career of the participant. In these terms, Harbison's definition of human resources has been expanded to include the values which give direction to skills, capacity and knowledge of people as related to the world of work.

RECOMMENDATION 1: Establish on a campus a planning committee with a foreign student advisor as chairman who would include as a minimum on this committee an appropriate academic person, a foreign and American student and an appropriate community person. Efforts to achieve desired goals by committee action must involve a professional approach, a sense of direction, and a knowledge of the needs of the student's country.

RECOMMENDATION 2: This committee would organize a structured, continuing program over the academic year which would be designed to meet student needs that would be identified. Some of these needs would be similar to those commonly being dealt with now, i.e. those that would relieve tension, misunderstanding and problems on arrival in the U.S. and during the student's stay on campus. In addition, the program would be designed to:

- A. Assist in developing insights into and understanding about
 - 1) Family and Community relationships in the U.S.
 - 2) The beliefs and value system of the United States.
 - 3) Theory and practice of U.S. democracy.
 - 4) The governmental process at various levels.
 - 5) The decision making process.
 - 6) Ways of making and effecting change.

- B. Provide an opportunity for foreign students to assess strengths and limitations of the U.S. and relate these ideas to the students own country, particularly the aspect of effective change.
- C. Provide an opportunity to explore the problems and potential of becoming a helpful person wherever the student may live or work, particularly the concept of volunteerism.
- D. Provide an appropriate campus, community and study program for participant families and/or involvement in all of the above.

RECOMMENDATION 3: That the program would involve an appropriate amount of time that would help accomplish the desired goals but would not detract from the time necessary for the student to meet his academic objectives. A.I.D. and other sponsored students would be encouraged to participate in the program and it would be optional for non-sponsored foreign students. The program would be a flexible mix of information, personal observation and practical experience.

RECOMMENDATION 4: That the A.I.D./N.A.F.S.A. Liaison Committee be responsible for gathering information on other similar on-going orientation programs now in operation. That this information be used to develop further guidelines for the above mentioned program.

RECOMMENDATION 5: In order to relate the A.I.D. participants needs with the program, it is recommended that A.I.D. send a copy of the Project Implementation Order/Participant (PIOP) and bio-data form directly to the foreign student advisor (F.S.A.) at the time this information is sent to the Admission Office on campus. The F.S.A. would in turn be in contact with the A.I.D. University Relations and Community Relations Office.

RECOMMENDATION 6: In order to see if the efforts are successful in developing human resources, it is recommended that A.I.D. evaluate the participant upon return home and report back to the A.I.D./N.A.F.S.A. Liaison Committee.

Developing a Program of Relevant Community and Social Experiences
through Cooperative Efforts between Campus and Community

Workgroup 6

Experiences outside the classroom complement the academic learning and provide a major contribution toward human resources development. Therefore, a program must include opportunities for foreign students to become involved in U.S. community life. Such involvement should supplement the academic program and should assist the student in relating these experiences to the situation in his home country. This program was developed by using the following model or case approach to insure involvement with American students, American families and professional counterparts.

Model

Graduate student from Tunisia majoring in economics - will be in the U.S. 1 1/2 to 2 years - upon completion of degree will return to Tunisia to teach in the university - looks forward to doing research both in and out of the university - has strong interest in work in rural areas - married with 2 children ages 4 and 7 - family is with him. Placement: Urban university - enrollment of 12,000 with strong program in economics.

I. ORIENTATION

A. Pre-Departure

Ask participant his own expectations regarding non-academic experiences. Emphasize importance of out-of-classroom experiences as part of total program.

Use previous participants in pre-departure orientation.

B. Arrival

Continue to emphasize importance of out-of-classroom experiences as integral part of initial orientation.

C. English language training/orientation

Continue emphasis on total program.

D. Introduction to Campus and Community

Volunteers assist and acquaint students with following services and opportunities --

a. housing (loan closet for essentials)

- b. Host families
- c. community services
- d. family needs
 - 1) Wife - language classes
craft classes
P.T.A. etc.
 - 2) children's school placement
- e. Campus couples organization

E. Departmental Orientation

II. GUIDANCE

Planning should include participant, Foreign Student Advisor, academic advisor and a community representative. There must be constant consultation and re-evaluation to keep program relevant, to include new possibilities as participant's interests broaden and as he recognizes other values. Planning must include not only the expectations, commitment and responsibility of the student, but also of the sponsor and university. It should insure that students see not only U.S. problems but how the problem-solving process works at various levels in the U.S. society.

III. INVOLVEMENT

A. Department

- Attend Departmental meetings
- Sit on Faculty committees
- Assume some graduate-assistant type responsibilities
- Be involved in Graduate Students Association
- Join and participate in National Professional Association including attendance at conferences

B. Off-campus

- Visits to industry
- Consultation with management
- Consultation on labor/management relations
- Visit and consult with Union leaders
- Attend Union meetings
- Visit Service Clubs (including some women's organizations)
- Visit local business concerns - confer with owner/manager
- Study rural cooperatives
- Get acquainted with political institutions
 - a. law courts
 - b. ACLU
 - c. League of Women Voters

- d. Local government
- e. Local leadership in political parties
- Recreation
 - a. Cultural events
 - b. Sport events
 - c. Children's organizations and programs
 - d. Community recreation programs
- Contribution to the Community
 - a. Speaking to community organizations
 - b. Resource person on various aspects of own background for college classes where relevant
 - c. Participate in Classrooms - International-in elementary and secondary schools

IV. SEMINARS

- A.I.D. participants will have additional experiences through
 - Mid-winter Seminars
 - Communications Seminars
 - Management Seminars
 - Departure evaluations
- Other opportunities
 - Williamsburg International Assembly
 - Crossroads programs
 - Mohonk consultation
 - etc.

While it is fully agreed that academic learning without the support of extra-curricular experience lacks an important ingredient. -- It is of vital importance to implant in student's mind the need to keep his focus on what he will do when he returns home and how to relate every experience to his career objective. This must be a continuing process.

Developing a Comprehensive Personal and Professional
Follow-up Program with Foreign Alumni

Workgroups 7 & 8

Introduction:

Note that this model is limited to A.I.D. participants. While it was agreed that there is an interest in, and need for, follow-up of all foreign participants from overseas, the group felt that they should limit their consideration to the topic as it relates to A.I.D. sponsored academic institutional participants. It is presumed that the model would apply to other government sponsored participants in a specific sense, and that in broad outline the findings and recommendations would be useful to any individual or agency interested in the follow-up of foreign nationals who have functioned for a year or more in the academic setting.

The group also felt that we should move from the use of follow-up activities as a term describing our purpose to terms that would better indicate our intentions. The terms we decided to use are given below:

"Continuing relationships" is a term that more accurately describes our intentions. These relationships can be subsumed under the sub-headings of (a) Continuing Education and Service Activities and (b) Evaluation and Feedback Mechanisms and Processes.

Relationship of the Model for Continuing Relationships to Other Models:

While it seemed that the building of a model for continuing relationships should wait for the philosophical basis model and the relevant education, social experience and community involvement models to serve as guides, our schedule called for all model builders to develop plans simultaneously.

In the absence of these models one of the members of our group¹ sketched out a set of assumptions that we used as we put together our tentative continuing relationships model.

1. Edward Anthony, University of Pittsburgh provided these assumptions for the group.

Thus we agreed that:

- A. The philosophical basis determines who and how many participants are selected and from where, and finally what will be the relevant educational experiences for them.
- B. Relevant education is supported by and includes relevant social and personal experience outside the classroom, on-campus and in the community.
- C. Continuing relationships are defined as:
 1. Continuing education that regularly provides updating of technical information and new education that aids the participants to function in roles of an increasing level of responsibility and complexity.
 2. Evaluation and feedback that allows A.I.D. and academic institutions to improve selection, training, and out-of-class experience; provides improvement in personnel response to participant needs and gives the participant a sense of how effectively he is utilizing his training.

The philosophical basis when stated provides the assumption which allows us through evaluation and feedback to determine whether the education received is relevant when measured against the philosophical assumptions. The continuing education program can then be planned as both a filling in of gaps, if the education has not been totally relevant, and as updating of technical knowledge appropriate to the state of development in the country concerned.

It is assumed that the philosophical basis and the relevant education must take into account the different resources and needs of each developing country. The continuing education program and the evaluation and feedback processes would thus need to provide responses appropriate to the entire A.I.D. program as well as to the A.I.D. program in specific countries. Thus standardized questionnaires must include some questions that may be appropriate to all settings and some that may be quite specific to the countries or areas where evaluation is being undertaken.

Building the Model:

The group agreed that it would be somewhat idealistic in its model building and that an attempt would be made to provide responses to the "why", "what", "who", "when", and "how" questions for each of the representative groups in our seminar. Thus we asked:

Why A.I.D. representatives, campus representatives (FSA's, ADSEC's, ATESL's and faculty), A.I.D. participants, community

representatives, and representatives of foreign governments would believe that continuing relationships need to be accomplished? And, what do each of these interest groups feel that evaluation and feedback can and should provide to them? Secondly, what kinds of content emphasis will be pursued in continuing education and service and what evaluational questions will be asked? Third, who will be involved in continuing education and service and in the evaluative and feedback tasks? Fourth, when will these activities and services take place? At what point in time will evaluation take place in order to most accurately measure results and to provide useful feedback? And, fifth, how will the efforts, interests and inputs of the representative groups be coordinated in a way that maximized information output and effectiveness of goal accomplishment while keeping overlap, costs and time of participants involved to the minimum.

Developing a Comprehensive Personal and Professional Continuing Relationships Program with Foreign Alumni:

A comprehensive personal and professional program following the departure of a foreign alumnus from the U.S.A. must be started long before the student completes his formal education if it is to be successful and beneficial to all individuals and interest groups involved. While the student is studying, he should have developed within himself a feeling of pride because of being a part of a total program; he should be given a sense of belonging to a group of future-oriented change agents. This feeling should be so strong that it will last when he returns to his own country where it will serve as motivation to use what he has learned for the improvement of his home country rather than for his individual personal ambitions, satisfactions or interests.

A.I.D. sponsored participants are involved in appropriate professional associations while in the United States and are entitled to renew their membership at A.I.D.'s expense after their return home. They are familiar with the function of professional societies, use their publication and journals, and are encouraged to take part as members in order to continue this source of professional education.

The A.I.D. exit interviews conducted by the Development Education and Training Research Institute (DETRI -- American University) since 1967 will be discontinued on March 31, but another type of exit interview will replace them and will cover all participants, not only those who leave from Washington, D.C. A participant suggested that the "wrap up" should not come at the end of his United States experience - when he might not remember as well because of the excitement and confusion of departure, but should be several months before his actual departure. Another suggestion was that an "exit interview" questionnaire could be prepared and given with a stamped addressed envelope

and instructions to complete it after he reached home. (A.I.D. is also considering the possibility of exit interviews being administered by FSA's at academic institutions.)

The employment of the returnee in a position that makes full use of his training is essential and is part of the agreement between A.I.D. and the participant's home country government. In some cases, it is not enforced, but it should be.

The student has had a formal education and has developed skills and knowledge, but when he returns he may face problems. He needs guidelines on continuing relationships. Such guidance should be provided in a manual to be given to him as he departs from the U.S.A. Correspondence courses, to supplement or update the returnee's technical knowledge are already available to former A.I.D. participants through A.I.D. missions overseas. In 35 countries a directory of A.I.D. sponsored returnees is available. (These directories should be expanded to include all returned foreign nationals, regardless of sponsorship.) These directories also represent talent that can be utilized by returnees in need of advice and assistance.

There are two primary U.S. contacts which we hope to see continued long after the student returns home:

1. One of these is the relationship with his major professor and the department. A mutual relationship between the participant and the University department and advisor should evolve.
2. The second is the relationship developed with the community host-family. This personal relationship speaks of the need to develop human resources with emphasis on the human. The attempt to select a host-family according to occupational interests of the participants seems very desirable.

As the foreign alumnus continues to work in his home country after returning from studying in the U.S.A., the U.S. faculty need feedback to know whether or not his training was relevant. If the institution learns that curriculum was irrelevant or incomplete, the feedback will influence changes to improve the institution's offerings. Actual cases will give faculty members support for making adaptations and changes that will provide a more meaningful education.

Gradually, continuing education, professional contacts, and consultations, and problem-solving should involve the returnee with others in his own society more and more and A.I.D. and the host university less and less until mutual responsibility for continuing relationships is accepted and implemented. A.I.D. has encouraged this for ten years through the development of alumni associations

Membership in these associations should be extended to all foreign nationals who have studied overseas and returned to their home country. The present associations serve a social function, as well as providing continuing education seminars. University catalogs and brochures from institutions all over the world are available, but again, only for former A.I.D. participants.

The existing alumni associations are partially supported by A.I.D. initially, but alumni dues and possible earnings from services provided could make them self-supporting. If their membership is extended to all foreign nationals who have studied in the United States, activities could be expanded to provide scholarships for further study abroad and for regional professional meetings overseas to exchange information between specialists of many countries. Present alumni associations encourage the development of programs to keep up the English proficiency of former A.I.D. participants and prepare others for study in the United States. The recruitment and selection of future students could possibly be managed by alumni associations. Present alumni associations are country-wide in scope, but membership could be extended to include professionals from neighboring countries.

Field visits by professors are recommended. Visiting professors should carry NAFSA or professional association credentials and provide continuing relationships to all returned professionals in their field. The growing Sister Cities movement was cited as a program which could be utilized to provide an additional continuing relationship bond with returned foreign participants.

Summary and Recommendations:

Our model, it is realized, is ambitious and idealistic. How should we grapple with future realities? Less money may be available to do the tasks set forth, yet the urgency and the importance of their being done seems more critical than ever. The group tried to be pragmatic by asking each interest group to address the question in a practical way, considering limited funds and time. The recommendations that follow represent each sub-group's distillation of its views.

As a preamble to these recommendations the FSA group suggested that we consider the following as a way of looking at the task of realistic model building

The success of any follow-up (continuing education) program depends in the first instance on the successful execution of the preceding steps in participant training which include correct identification of country needs; selection of appropriate candidates for training; full and relevant education and/or practical training. The student who is trained in a field in which no employment is available on his return; the student whose training is irrelevant to conditions in his country; the student whose interests do not coincide with the training he receives; the student who has never established a close

relationship while in the United States, is unlikely to value his U.S. experience or to be responsive to follow-up (continuing relationship) efforts after his return.

Some of many specific steps which might be introduced to deal with this aspect of the problem are:

1. To provide to the participant, both before and during his training, with information on A.I.D., its nature and intentions, to make him aware that he is one of many receiving U.S. training opportunities for its citizens.
2. To develop in participants a sense of identity with the program and its larger aims; to develop "esprit-de-corps" by means of publications, seminars and communication with other participants.

These types of education and exposure before departure for home will foster a continued sense of identity and responsibility to larger intentions; and encourage the development of alumni groups, resource assistance to other participants, and a cooperative attitude in response to later questionnaires; and contacts by A.I.D./NAFSA, and professional associations and faculty members.

The FSA group followed this preamble with several specific statements about what they considered as practical and impractical views of their involvement in continuing relationships. They said:

1. We find that continuing relationships with departed students as an expectancy of FSA's is theoretically acceptable but practically impossible. We simply do not have time or resources to maintain these relationships.
2. We do see high value in close contact between the sponsored student and an appropriate faculty advisor established as early in the educational process as feasible. We feel that a system of recognizing the need for this relationship and establishing with faculty the expectancy of its development can be achieved on campus.
3. The FSA can create a climate that stimulates the advisory team and brings advisor, student and A.I.D. representatives together for information, training and continuing relationships planning.

2. Statement suggested by Arthur Boatman, University of Massachusetts and FSA group.

4. We feel that the best follow-up can be done by faculty through correspondence and field visits with their former students. Information needed both by the University and A.I.D. can be gathered through this process.
5. We see great value in the team visits to countries with specialists meeting with all students in a certain field regardless of where the participant was educated/trained. However, in the concept of emphasizing human development we see updating technical information as only one part of the process. The FSA or other appropriate university representatives should be included in the team for the purpose of analyzing attitudes of the returnees about their experiences and should conduct seminars or use other techniques to enhance the relationship with the returnee and to improve his skills in interpersonal relations. An A.I.D./NAFSA effort to emphasize continuing relationships would appear to have significant human resource development potential.

ADSEC representatives wished to clarify the continuing education concept. They saw real danger that this term might prevent the development of indigenous resources to meet local needs by emphasizing unduly the idea of always returning to the university or A.I.D. as the source for assistance.

ADSEC representatives proposed that:

1. Professional associations stimulated by A.I.D./NAFSA be encouraged to assist in the indigenous development of regional professional associations.
2. A.I.D./NAFSA encourage alumni associations to join together to establish regional associations for foreign alumni. (Could A.I.D. pay first year dues if alumni associations agreed to provide certain kinds of follow-up both general and professional?)
3. Arrange for exit interviews to be given on the U.S. campus as well as in D.C. or overseas, in order to inform participants of ways of enhancing and encouraging continuing relationships.
4. A.I.D./NAFSA make efforts to bring about coordination of information about returnees of both the U.S. training institutions and sponsoring institutions overseas.

Faculty, students and ATESL personnel emphasized an alumni body built around a broader affiliational base. This would include all students who have studied overseas in any country. Use organizations already formed around a social base and build on that. The group might need help during formation,

but should be able to pay their own way once underway. This could be a holding group for U.S. catalogs or other country educational institutions' information. Several groups of this kind are already in existence and could be studied for clues on how to stimulate and persevere in the home country environment.

The community section representatives felt that the community program administrator - in order to provide in-depth community experience for the sponsored student - must know who he is and what his particular interests are, both academic and non-academic. Special programs can be tailored for wives and families as well as for the professional interests of the students. Continuing relationships should be the emphasis in orientation of host families with the extension of that relationship including possible correspondence with parents or families in the home country. A natural outgrowth of a warm host family relationship is reciprocal hospitality when the host family travels abroad. Both host family and students benefit from such a continuing relationship with each growing in cross-cultural understanding. The student further benefits on successive return trips to the U.S. where a known personal contact awaits him.

A.I.D. personnel felt that the key to improved continuing relationships might be better use, earlier in the process, of available resources. Ways to get at this include:

1. Sharing of A.I.D. alumni lists; separated by institutions, countries and fields of study.
2. Provision of a handbook for participants - jointly A.I.D. and NAFSA instigated - that provides information and guidelines on do-it-yourself continuing education, evaluation and feedback.
3. Jointly sponsored A.I.D./NAFSA conferences for participants in which training for continuing relationship is given, including ideas on how self-supported indigenous organizations can be developed and funded.

Additional suggestions include:

1. The encouragement for establishing private organizations similar to "Educredito" in Honduras. As in the case with "Educredito", other organizations in the home country can be given contracts for follow-up activities.
2. The hiring of foreign nationals under contract to provide continuing relationship programs in countries where A.I.D. missions are being phased out.

3. The cooperating with and perhaps delegating responsibility for continuing relationships to U.N. agencies or to the Colombo plan group.

Mini-Summary:

1. Begin sooner in the student's stay to emphasize useful relationships which will be maintained when he returns home.
2. Provide a handbook on continuing relationships which makes clear what can be and needs to be done.
3. Select and train while in the U.S., those participants who can become indigenous, self-starting, continuing relationships entrepreneurs.
4. Utilize teams of NAFSA, professional associations, A.I.D. and participant representatives to visit occasionally a regional area as continuing education, evaluation and feedback specialists.
5. Stimulate alumni associations, the universities they represent, and international associations to create regional groups representing and working with alumni who have studied overseas.

OBSERVATIONS ON THE WORKGROUP REPORTS

Mr. Eugene L. Clubine*

Your Program Committee gave me what I think is the impossible task of summarizing everything that's been said thus far, after only hearing most of us this morning. So let me start out by saying what I perceived to have heard through my ears; and the fact that many of you heard something different, I would not argue with at all!

I would like to go back to a comment or two that Dr. Kieffer made that I feel has had some real relevance to what happened throughout the entire Workshop.

As you remember, he spoke about the concept of development, and through omission alluded to the fact that in the past we have been working more with things and that at this point the emphasis was beyond the human side as being the important aspect. I think he took this from the context of what's happening in the shifting organizations, possible A.I.D.

You may have taken the opportunity like I of reading in detail the release that was available at the registration desk which discussed the reorganization and the specific emphasis put on the new division which Dr. Kieffer is heading on Population and Humanitarian Assistance.

I think Dr. Harbison, in using the words "jointly determining need," indicated to us that we on campuses, those in A.I.D., and students who are participating in an educational process, are all partners. I think he extended this further to the point of a network of scholars cooperating together.

I choose to interpret from this statement the fact that we can assume that the student is a part of this total network and that it is his needs, as well as his country's needs, that need to be developed into the total educational component of which he is one part.

He talked about the joint M.A. and Ph.D. degrees being given with a very large participating component overseas. This seems to be basically idealistic

*Assistant to the Vice-President
Council on International Programs
Iowa State University

at this point in time. However, I don't think we've used all our imagination at this point and that if we would look at our arrangement for higher education a little more carefully, it is quite likely that in most countries in the world at this point in time today there are enough Ph.D. graduate faculty members from a number of universities who could be an examining committee for a given university, even though there wouldn't be someone from a specific faculty. I think this is the type of thing that he was alluding to.

From Dr. Ocampo's presentation, there was a word that he used very often, and it was "flexible." He seemed to be, to me at least, concerned about the flexibility of all aspects of the experience of an individual while in the U.S. From these comments, I think we carried each of them through into the reporting that was done. This morning a number of your Group leaders have specifically said to me, "I only reported a small amount of what we would like to have in the final report." We recognize this and are sure that they will have an opportunity to take it a bit further.

I think that since I sat through Group 1 and 2's deliberations, I would like to say something about what I feel it could mean, rather than what the content was. It seems to me that campuses have vaguely recognized the fact that they have students on their campuses with different purposes, which may or may not be tied back to the paradigms we have developed that relate to their source of financial sponsorships. Though we have recognized this, I think we've turned around and, on the other hand, many times considered all foreign students as a group rather than dividing them out on the basis of needs and commitments and responsibilities that they as individuals have made. And it seems to me that Lee and Joel have helped possibly delineate the sub-groups within the foreign student population and possibly made it more feasible for us on campuses to look at them from at least the six different directions that they had within their diagram.

I certainly would like to see the National Association for Foreign Student Affairs play with this set of concepts a bit more and see if there are some new recommendations that might be made to institutions in this regard.

More than likely, the one word used by Groups 3 and 4 of "communications" is a key to the whole linkage, from beginning to end, of what we're talking about here at this Workshop. They spoke of it in terms of "understanding," "flexibility," "commitment." They also spoke of it in terms of "research programs"; and certainly if the research techniques are going to be altered for adaptability in the student's home country, it seems to me that there must be a lot of communication, especially with the sponsored students, between the sponsor -- whether home or U.S. sponsor -- and the faculty members who are working with the foreign students.

I think one of the linkages, communications-wise, is the fact that maybe the major professor knows what the needs are and what the adaptations need to be, but does the person who teaches the techniques of research know these factors? How is this going to be functionally feasible? Is it going to be the responsibility of the course work or the responsibility of the major professor and his individual work with a given student?

I think we have a lot of things to work out there in the way of communications.

I think the obvious can be pointed out about Groups 5 and 6, and the work that we've worked around quite often is "required experiences," and I would put a personal footnote on this to say that I don't think you can require anyone to experience anything, that he has to choose to have any experience. This cannot be a functional requirement -- editorial footnote and personal feeling -- but I think it's a concept that needs to be worked with.

More than likely, commitment of the individual to a total educational package is a type of phenomenon that we could make possible.

I think one of the Groups reported that the commitment needs to start prior to the student leaving his home country, that he needs to recognize that he's not only coming to the U.S. for a degree but also that he's coming for a set of experiences which will complement his degree.

Finally, Groups 7 and 8: I know that you have a tremendous amount of material and that much of what was developed here was probably projective rather than a set of material that's been worked with over a period of time to actually carry it out.

I think your suggestion that rather than call it "follow-up" -- that it be called a "continuing relationship" -- is a good word change. I think the fact that you've suggested that it might be by professional groups rather than by specific education institutions is a very key point, because certainly if any given institution has five students who have Ph.D. or Master's or B.S. degrees in a given field who are from three different countries it's not likely that the cost involved of a continuing contact is as feasible as if you went to Bogota, for example, and pulled together all of the chemical engineers who have had one degree in the U.S., and that there might be some interchange that could take place among this group. And, more than likely, if there were pulled together professional groups within their own countries for continuing relationships to the -- shall we say -- higher educational system of the U.S., or the professional associations in the U.S., they will then be able to make joint request for journal subscriptions for some of the software materials that they need to keep them abreast with the developments of the field within the world context.

Here again, there was a reference made to the handbook for participants and that it should mention the continuing-relationship aspect. I would like to extend that back to some of the other Groups and, in particular, to the Group that was looking at the total community and his involvement and relationships within the community. This might be one place. I wanted to check a participant's handbook but didn't happen to have one with me to see if it mentions anything about the non-academic experiences. And I'm quite certain that it does in some ways, but maybe both the non-academic and the continuing-relationship aspect will be strengthened in the participant's handbook to the point that the individual recognizes that really there are three components to his total educational experiences -- shall we call them -- that are not in the classroom, and that he should be given a chance before he leaves to establish continuing relationships for himself as a person but also as a real agent, as a professional.

I guess at this point I would say these are some of the main things that came through to me.

And here again, if each of you did the same thing, you would probably come up with different items as being specifically relevant, but I will have to say that these are the ones that come through to me as a person.

APPENDIX (a)

HUMAN RESOURCE DEVELOPMENT -

THE FOREIGN STUDENT ON THE CAMPUS

A.I.D./NAFSA WORKSHOP III

Statement of Purpose

Financial pressures on all U.S. universities make it more important than ever for each institution to consider formulating its own explicit rationale for admitting students from abroad.

One element of such a rationale that has proved viable in the recent past, especially with respect to less developed countries, is the practice of expecting foreign students both to return home and to spend at least a portion of their subsequent career in professional association with an institution that contributes to the social and economic development of their own societies. Studies of returned A.I.D. participants have shown, beyond any doubt, that his expectation can be frustrated if the returnee lacks local support for sharing the results of his U.S. experience with fellow nationals. It can also be frustrated if his U.S. experience does not respond to the existing educational, political and social realities of his own nation.

A strategy for dealing with both facets of this problem should be developed before lack of an agreed purpose leads Congress and the governing bodies of U.S. universities to withdraw their support of participant trainees and other students from abroad.

NAFSA, A.I.D. and U.S. universities share a common need at this time of financial uncertainty for all of us to reduce as far as possible the chances that a foreign graduate student will be unable to utilize his U.S. education for the benefit of his own society. This need suggests that we seek to develop a "model" or set of specific elements that each university might seek to follow in defining its purpose in admitting foreign students in the 70's.

This workshop on "Human Resources Development" will attempt to unite the resources, experiences and concerns of NAFSA, A.I.D. and U.S. university representatives and representatives of foreign governments and international organizations in the cooperative design of one possible "model." If the conference is a success, the "model" should prove a timely aid to those U.S. university presidents, faculty members and staff who earnestly seek to preserve a strong international dimension in the current reordering of their institutional priorities that the times require.

The Program Committee

APPENDIX (b)

A.I.D./NAFSA WORKSHOP III

THE PROGRAM

SUNDAY - February 27

2:00 p.m. - 10:00 p.m.	REGISTRATION	Lobby
7:30 p.m.	Meeting of Workgroup Leaders and Writer-Reporters	Room E

MONDAY - February 28

8:00 a.m. - 9:00 a.m.	REGISTRATION	Lobby
9:00 a.m.	PLENARY SESSION	Heritage Room

Presiding: Dr. August G. Benson
Chairman, Program Committee
A.I.D./NAFSA Workshop III

Welcome: Dr. Charles E. Bishop
Chancellor
University of Maryland

Introductory: Dean Homer D. Higbee
Remarks Chairman, A.I.D./NAFSA Liaison
Committee
Michigan State University

Dr. Martin M. McLaughlin
Acting Director
Office of International Training, A.I.D.

10:00 a.m.	PLENARY SESSION	Heritage Room
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Presiding: Mr. David D. Henry
Director, International Office
Harvard University

Presentation: Human Resources Development
and the A.I.D. Program
Dr. Jarold A. Kieffer
Acting Assistant Administrator
Population & Humanitarian Assistance
Agency for International Development

10:45 a.m. Presentation: Human Resources as the
Wealth of Nations
Dr. Frederick H. Harbison
Professor of Economics and
International Affairs
Woodrow Wilson School of Public
and International Affairs
Princeton University

11:30 a.m. Review of Kieffer-Harbison
presentations through questions
and answers

1:00 p.m. LUNCHEON

Presiding: Dr. Arthur F. Byrnes
Assistant Director
Training Support Division
Office of International Training, A.I.D.

Presentation: Human Resources Development -
A. View from Abroad

Dr. Alfonso Ocampo Londoño, Director
Department of Educational Affairs
Organization of American States

3:00 p.m. PLENARY SESSION Heritage
Room

Introductory: Mr. Eugene L. Clubine
Remarks to Assistant to Academic Vice President -
Workgroups Council on International Programs
Iowa State University

3:30 - 5:00 p.m. WORK GROUPS CONVENE Rooms

REVIEW OF MAJOR PRESENTATIONS

Group 1 - Leader - Lee Wilcox
Writer/Reporter - Stephen Arum D

Group 2 - Leader - Joel B. Slocum
Writer/Reporter - Virginia Roth E

Group 3 - Leader - Stewart E. Fraser
Writer/Reporter - Virginia Malone F

Group 4 - Leader - Arthur J. Mckee
Writer/Reporter - Robert Hefling G

Group 5 - Leader - Ronald G. Heinrich Writer/Reporter - Hazel M. Boltwood	Heritage 1
Group 6 - Leader - Mary A. Thompson Writer/Reporter - Marguerite Marks	Heritage 2
Group 7 - Leader - Forest G. Moore Writer/Reporter - Judith Shampain	Heritage 3
Group 8 - Leader - Milton L. Carr Writer/Reporter - Margaret Warning	Heritage 4

6:00 - 7:00 p.m. RECEPTION Lounge

DINNER - UNSCHEDULED

9:00 p.m. Meeting of Workshop Leaders
and Writer - Reporters Room E

TUESDAY February 29

9:00 a.m. WORK GROUPS CONVENE Assigned
Rooms

TOPIC 1

WORKGROUPS 1 & 2

Establishing a Philosophical Basis for the Development of Human Resource Models and Programs

TOPIC 2

WORKGROUPS 3 & 4

Developing a Program of Relevant Education through Cooperative Efforts between Campus and Sponsor

TOPIC 3

WORKGROUPS 5 & 6

Developing a Program of Relevant Community and Social Experiences through Cooperative Efforts between Campus and Community

TOPIC 4

WORKGROUPS 7 & 8

Developing a Comprehensive Personal and Professional Follow-up Program with Foreign Alumni

10:20 a.m.	COFFEE BREAK	
10:40 a.m.	WORKGROUPS RECONVENE	
12:00 a.m.	LUNCH	
	(Workgroup Leaders and Writer-Reporters Lunch together by assigned topics)	
1:30 p.m.	<u>COMBINED</u> WORKGROUPS CONVENE (Review conclusions Against Agricultural Engineering Model)	Room
	Groups 1 and 2	E
	Groups 3 and 4	G
	Groups 5 and 6.	Heritage 1
	Groups 7 and 8	Heritage 3
3:00 p.m.	COFFEE BREAK	
3:30 p.m.	ORIGINAL WORKGROUPS RECONVENE Identify Basic Elements for a Model and Prepare Recommendations for Presentation on Wednesday Morning	Assigned Rooms

WEDNESDAY - March 1

9:00 a.m.	Presentation: Work Group Reports Groups 1 thru 8	Heritage Room
10:30 a.m.	COFFEE BREAK	
11:00 a.m.	Summarization: Mr. Eugene L. Clubine Coordinator, Workgroup Leaders and Writer-Reporters	Heritage Room
11:30 a.m.	Presentation: Dean Homer D. Higbee Dr. Arthur F. Byrnes Report from A.I.D./NAFSA Liaison Committee	Heritage Room
12:00 a.m.	WORKSHOP CLOSES	
1:30 p.m.	Meeting of Workgroup Leaders and Writer-Reporters	

APPENDIX (c)

PARTICIPANTS AND GUESTS

A.I.D./NAFSA WORKSHOP III

United States Government Representatives

Foreign Student Advisers

Admissions Representatives

Language Representatives

Community Representatives

Faculty Representatives

Student Representatives

Representatives of Foreign Governments
and International Organizations

A.I.D./NAFSA WORKSHOP III

UNITED STATES GOVERNMENT REPRESENTATIVES

Agency for International Development

John Asher, Jr.
Samuel Belk
Judson Bell
Dorothy Black
Viola Brothers
George Bryson
Arthur Byrnes
Robert Landry
Milton Carr

Phoebe Everett
William Fuller
John Grissom
Hattie Jarmon
Joe Kovach
John Lippmann
Arthur Mckeel
Robert McKinnell
Elizabeth McLaughlin

Martin McLaughlin
Theodore Mogannam
Virginia Roth
Otto Schaler
Judith Shampain
Phillip Sperling
Lloyd Webb
Charles Weisner

Bureau of Educational and Cultural Affairs

Esther Hawkins

NAFSA REPRESENTATIVES

Foreign Student Advisors

✓ Steve Arum
✓ August G. Benson
✓ Elizabeth R. Benson
✓ Arthur W. Boatin
✓ Hazel Boltwood
✓ Furman A. Bridgers
✓ Harold Bradley
✓ Eugene L. Clubine
✓ Ambrose C. Davis
✓ Glenn A. Farris
✓ Stewart E. Fraser
✓ Marlon Gerould
✓ James F. Harter
✓ David D. Henry
✓ Homer D. Higbee
✓ Simon A. Horness
✓ J. Russell Lindquist
✓ Marguerite Marks
✓ Aila McEwen
✓ Samuel S. McNeeley, Jr.
✓ Forrest G. Moore
✓ Donald N. Nelson
✓ George Stebbins
✓ Joseph F. Williams

Institutions

Iowa
Michigan State
Tuskegee
Massachusetts
Wayne State
Maryland
Georgetown
Iowa State
Pennsylvania
Florida
George Peabody
Western Michigan
Kansas State, Emporia
Harvard
Michigan State
Arizona
Long Beach
Portland State
Florida State
Tulane
Minnesota
Miami, Ohio
Catholic University
SUNY, Buffalo

ADSEC Representatives

- ✓ Thomas W. Anderson
- ✓ James L. Clegg
- ✓ Robert J. Hefling
- ✓ Josephine Leo
- ✓ Virginia S. Malone
- ✓ Clifford F. Sjogren
- ✓ Joel B. Slocum
- ✓ Ronald E. Thomas
- ✓ Lee Wilcox

Institution

- Texas (Austin)
- Georgia Tech
- Colorado
- Maryland
- American University
- Michigan
- Columbia
- Southern Illinois
- Wisconsin

ATESL Representatives

- ✓ Edward M. Anthony
- ✓ Katherine O. Aston
- ✓ John G. Bordie
- ✓ Paul Holtzman
- ✓ Shigeo Imamura
- ✓ Robert B. Kaplan
- ✓ John H. Rogers
- ✓ Eugene L. Shiro

Institution

- Pittsburgh
- Illinois
- Texas (Austin)
- Pennsylvania State
- Michigan State
- Southern California
- Miami (Florida)
- American University

COMSEC Representatives

- ✓ Charline Clarke
- ✓ Kay Ellinghaus
- ✓ Betty D. Grimwood
- ✓ Ronald Heinrich
- ✓ Hugh Jenkins
- ✓ Elizabeth Moore
- ✓ Mary Rogerson
- ✓ Mary Thompson

Institutions & Location

- Philadelphia, Pa.
- Boulder, Colorado
- Burns, Kansas
- California (Riverside)
- Washington (NAFSA)
- Houston, Texas
- Columbia, S.C.
- New York (Int. Stud. Serv.)

Faculty Representatives

- ✓ Dr. Pearl W. Headd
- Mr. Seamus P. Malin
- ✓ Dr. Clarence Minkel
- ✓ Dr. Ralph D. Purdy
- ✓ Dr. Stephen Ross
- ✓ Ms. Margaret Warning
- ✓ Ms. Ruth Wineberg

Institutions

- Tuskegee Institute
- Harvard University
- Michigan State University
- Miami University
- California State (Long Beach)
- Iowa State University
- Georgetown University

Student Representatives

- ✓ Mr. Mustafa Aydin
- ✓ Mr. Gustavo Fierro
- ✓ Mr. Carlos Filgueiras
- ✓ Mr. Mohamed Hedi Lahouel
- ✓ Mr. Manuel Otchere
- ✓ Mr. Juan Ramirez
- ✓ Mr. Henry Ransford Stennett
- ✓ Mr. Chong Vu

Institutions

- Michigan State University
- Georgetown University
- University of Maryland
- Harvard University
- Iowa State University
- Miami University
- Tuskegee Institute
- California State (Long Beach)

FOREIGN GOVERNMENTS & INTERNATIONAL ORGANIZATIONS

Representatives

- Mr. Yousuf A. Al-Bader
- Mr. George Antakly
- Mr. Somdee Chareonkul
- Mr. Chalerm Attapisalsonon
- Mr. Gilrandro G. Raposo
- Mr. Melaku Neirette

Country or Organization

- Kuwait
- Kuwait
- Thailand
- Thailand
- Brazil (IADB)*
- Ethiopia

*Inter-American Development Bank

APPENDIX (d)

WORKSHOP GROUPS

1. Lee Wilcox*
Yousuf Al-Bader
Stephen Arum**
Mustafa Aydin
Eugene Clubine
Paul Holtzman
Betty Grimwood
John Grissom
James F. Harter
Pearl W. Headd
2. Joel Slocum*
Elizabeth Benson
John G. Bordie
Kay Ellinghaus
Gustavo Fierro
Homer Higbee
Hattie Jarmon
Stephen Ross
Virginia Roth**
George Stebbins
3. Stuart Fraser*
Judson H. Bell
Somdee Chareonkul
Phoebe Everett
Marlon Gerould
Hugh Jenkins
Robert Kaplan
Seamus P. Malin
Virginia Malone**
Aila McEwen
Theodore Mogannam
Juan Ramirez
4. Arthur J. McKeel*
Dorothy Black
Ambrose Davis
Carlos Filgueiras
Bob Hefling**
David Henry
Samuel McNeeley
Clarence Minkel
Elizabeth Moore
John H. Rogers
5. Ronald Heinrich*
George Antakly
Katherine O. Aston
Hazel Boltwood**
Furman Bridgers
James Clegg
Glenn Farris
Elizabeth McLaughlin
Manuel Otchere
Ralph Purdy
Otto Schaler
6. Mary Thompson*
George Bryson
William Fuller
Shigeo Imamura
M. A. LaHorel
Marguerite Marks**
Don Nelson
Cliff Sjogren
Lloyd Webb
7. Forrest Moore*
Thomas Anderson
Edward Anthony
Viola Brothers
Charline Clarke
Simon Horness
Robert McKinnell
Gilrardo Raposo
Chung Vu
Judith Shampain**
Joe Williams
8. Milton L. Carr*
Arthur Boatin
Harold Bradley
Joseph Kovach
Russell Lindquist
Mary Rogerson
Margaret Warning**
Eugene Shiro
Henry R. Stennett
Ronald Thomas
Ruth Wineberg

*Workshop Leader

**Writer/Reporter

APPENDIX (e)

SUGGESTED READINGS

A.I.D./NAFSA WORKSHOP III

Essential

1. A.I.D. Functional Papers - A brief explanation of the functions of the four major divisions under the Office of International Training - Policy Planning and Evaluation, Program, Training Support, and Administrative.
2. Facts About Participant Training - A brief explanation of the contribution of the Agency for International Development through its Office of International Training to the achievement by developing countries of economic, social and political progress.
3. NAFSA - National Association for Foreign Student Affairs - A short brochure on what and who NAFSA is and what NAFSA does.
4. Facts About the National Association for Foreign Student Affairs - A brief statement of the growth, professional development, educational programs and contemporary activities of NAFSA.
5. Education, Manpower and Economic Growth - Frederick Harbison and Charles A. Myers, 1964, McGraw-Hill Book Company, New York. Pages 1 & 2 Chapter 1; Pages 19 & 20 Chapter 2; Pages 51-53, 57-72 Chapter 4; Pages 75-78, 84-89, 93-100 Chapter 5; Chapter 8; Pages 220-222 Chapter 10.
6. Implementation of Improved Foreign Student Agricultural Engineering Graduate Programs in the United States (A paper presented to the 1970 Winter Meeting - American Society of Agricultural Engineers) M.L. Esmay and B.A. Stout
7. A.I.D. and the Universities, John W. Gardner. 1964, Chapter 2 & 3; and pages 36 & 37 Chapter 6.

Recommended

1. The Two Cultures: A Second Look, C. P. Snow, 1963, A Mentor Book.
2. University, Government and the Foreign Graduate Student, College Entrance Examination Board, 1969.
3. The Foreign Graduate Student: Priorities for Research and Action, College Entrance Examination Board, 1971.

APPENDIX (f)

THE PROGRAM COMMITTEE

A.I.D./NAFSA WORKSHOP III

August G. Benson, Chairman
Foreign Student Advisor
Office of International Studies and Programs
Michigan State University

Furman A. Bridgers
Director, International Student
Services and Foreign Student Affairs
University of Maryland

Eugene L. Clubine
Assistant Dean of Students and Coordinator
Office of Foreign Students and
Visitor Services
Iowa State University

David D. Henry
Director, International Office
Harvard University

Joseph W. Kovach
University Relations Officer
Training Support Division
Office of International Training, A.I.D.

Josephine Leo
Advisor for Foreign Student Admissions
University of Maryland

Virginia Roth
Development Training Specialist
Program Division
Office of International Training, A.I.D.

William A. R. Walker
Advisor to International Students
Student Affairs Division
The George Washington University

APPENDIX (g)

THE A.I.D./NAFSA LIAISON COMMITTEE

Homer D. Higbee, Chairman
Assistant Dean, Educational Exchange
Office of International Studies and Programs
Michigan State University

John W. Asher, Jr.
Assistant Director for Administration
Office of International Training, A.I.D.

George D. Bryson
Chief, Contract Participant Branch
Program Division
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Arthur F. Byrnes
Assistant Director
Training Support Division
Office of International Training, A.I.D.

Eugene L. Clubine
Assistant to the Vice President
Council on International Programs
Iowa State University

David D. Henry
Director, International Office
Harvard University

Hugh M. Jenkins
Executive Director
National Association for Foreign Student Affairs

ALTERNATES

Mrs. Elizabeth R. Benson
Advisor for Foreign Student Affairs
Tuskegee Institute

Judson H. Bell, Chief
University and Community Relations Branch
Training Support Division
Office of International Training, A.I.D.

Dr. Robert B. Knapp
Director, International Student Center
Boston University

Robert L. McKinnell
Chief, Management Analysis and Statistics Branch
Administrative Division
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