

# FOURTH NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

SPONSORED BY THE INSTITUTE OF INTERNATIONAL EDUCATION IN COOPERATION WITH 150  
NATIONAL PARTICIPATING AND OBSERVER ORGANIZATIONS

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CONFERENCE SECRETARIAT: Institute of International  
Education, 1 East 67th Street, New York 21, N.Y.,  
LEhigh 5-3400 Cable Address: INTERED

## M E M O R A N D U M

January 26, 1961

TO: Participating and Observer Organizations  
FROM: Kenneth Holland  
SUBJECT: ~~Reports~~ from the Conference

Enclosed is a copy of a letter to President Kennedy reporting the major findings of the Fourth National Conference on Exchange of Persons. We plan to distribute this document widely and will be pleased to send you additional copies upon request.

Also enclosed is a summary of specific findings, recommendations, and suggestions from the panels, workshops, and clinics at the Conference. We hope that these reports will serve as a basis for discussion at the meeting of organizational representatives to be held here at IIE on February 3 from 3 to 5 p.m.

Mimeographed copies of the full reports from each panel, workshop, and clinic will be distributed in February to Conference delegates and the Participating and Observer Organizations.

I look forward to having your representative with us on February 3.



January 21, 1961

FOURTH NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

SUMMARY OF SPECIFIC FINDINGS,  
RECOMMENDATIONS AND SUGGESTIONS FROM THE  
PANELS, WORKSHOPS, AND CLINICS

A. GOALS OF EXCHANGE PROGRAMS

1. There was significant agreement among participants in the conference discussion groups that U.S. exchange of persons programs and exchange-related activities should be designed to help meet the educational, economic and social needs of the so-called "developing" countries, including both immediate needs and long-term needs, as defined by the countries themselves.

Although the importance of "development exchanges" was emphasized, it was also noted that exchanges designed to meet the educational needs of individual students in fields of study not immediately related to the attainment of national goals should be continued.

B. PLANNING EXCHANGE PROGRAMS

1. There was agreement that steps must be taken to measure manpower needs in the developing countries, with the findings to serve as a basis for planning exchange programs.

Various techniques for measuring manpower needs were proposed, including the conduct of surveys and research by teams composed of Americans and nationals of the country surveyed, coupled with the establishment of research institutes abroad.

2. Various recommendations were offered re the process of planning educational assistance programs once national needs had been defined. There was general agreement that programs should be planned multilaterally or bilaterally, rather than by the United States alone. The establishment of a manpower planning agency in each of the developing countries to guide the training of personnel at home and abroad in fields essential to overall economic development was also proposed.
3. If programs are to be planned in relation to national needs, attention must be given to factors such as the following:

a. Location of the program

- (1) The importance of strengthening indigenous educational institutions was stressed;
- (2) The development of regional (international) institutions abroad was also suggested, as was the establishment abroad of U.S.-supported institutions and training centers (particularly in such fields as teacher training and public administration).

b. Type of program

- (1) Several groups urged significant expansion of U.S. programs offering short-term, in-service training in fields of immediate need;
- (2) The establishment of special training centers in the United States and the development of special programs at U.S. universities and institutes for groups of foreigners in particular fields were proposed;
- (3) Participation by foreign students and trainees in more non-credit U.S. study programs was also urged.

c. Level of program

- (1) The urgent need for programs to teach "second-level skills" - to "close the gap between the 'degreed' people ... and the artisans and technical and sub-professional personnel who implement economic and administrative development" - was emphasized.
- (2) Several groups called for an expansion of technological training programs at the level of the U.S. technical institute.

d. Fields of Study

- (1) It was suggested that developing countries may particularly welcome international assistance in such fields as teacher training, school administration, agricultural sciences, home economics, engineering and technology, public administration, business administration, industry and trade, adult education, trade union organization, and medicine and health (including pharmaceutical education).

e. Length of program

- (1) A considerable expansion in short-term U.S. training programs was urged (see above);
- (2) In academic exchanges, it was felt that the period of the exchange in certain fields (law) should be prolonged but that in other fields (engineering and technology) it should be limited to assure the foreign student's return to his home country - with the suggestion offered that some research programs begun here might be completed under supervision in the home country;
- (3) In planning U.S. development projects abroad, sufficient time must be allowed to complete the project successfully.

f. Utilization of returned exchangee

- (1) Delegates warned against "over-training" -- providing technical skills at a level which could not be used by the returned exchangee in his home country - and also against educating foreigners in fields for which there was no need in the home country.

(2) The establishment abroad of "resource pools" of U.S. - trained nationals was suggested as one means of promoting full employment of returning exchangeees; others believed that the foreign governments concerned should assure employment opportunities for all exchangeees trained in fields contributing to the national development.

#### C. COORDINATING EXCHANGE ACTIVITIES

1. Suggestions for effecting greater cooperation among nations in planning and carrying out exchange programs included the following:
  - a. American private and public funds should be used to employ nationals of other countries (such as the nations of Western Europe and the Commonwealth countries) for programs of assistance to developing nations;
  - b. Cooperative programs involving universities in this country and abroad should be expanded;
  - c. Foreign governments and U.S. industry should be urged to develop additional cooperative programs for training foreign nationals in certain fields.
2. Increased cooperation between the public and private sectors in the United States was also urged.
  - a. It was recommended that the U.S. Government expand its contracts with private institutions and agencies for international educational assistance programs;
  - b. The establishment of a cultural or educational foundation, similar to the National Science Foundation, to arrange for Government contracts with private agencies was proposed;
  - c. A "U.S. Office of International Education" was also suggested as one means of achieving greater coordination in the solution of problems in this field.
3. Increased inter-agency cooperation was urged in the following specific areas:
  - a. Exchanges with Africa -- both on the African scene, to eliminate confusion among the Africans seeking U.S. study opportunities, and in the United States in the planning and administration of programs with Africa;
  - b. Community hospitality.

#### D. FINANCING EXCHANGE PROGRAMS

1. Increased Government investment in international educational activities was urged, with these specific recommendations:
  - a. That allocations for overseas development programs extend over several years rather than a single year to permit effective planning to meet long-term needs;
  - b. That the Government show greater flexibility in making awards for extensions of stay in the United States by foreign students and scholars.

2. It was suggested that the personal resources of foreign students seeking U.S. scholarships be explored more fully to see whether even a limited contribution to total expenses would be possible.

Planning could begin earlier for financing extensions of U.S. study programs if an accurate estimate were made of the total time needed when the foreign student was selected.

3. Increased efforts should be made to obtain support for exchange programs from foreign corporations, foundations, and carriers.
4. Increased efforts should be made to coordinate fund-raising for exchanges -- at the national level for African students and, for foreign students in general, at the local (community) and regional levels.

#### E. EXPANDING EXCHANGE PROGRAMS

1. There was general agreement that U.S. support for educational assistance programs to the "developing" nations should be greatly expanded -- one group called for a new "Marshall Plan" in this area; another urged tremendous expansion of U.S. study opportunities for students from these countries.
2. Increased exchanges in specific fields were urged (see PLANNING EXCHANGE PROGRAMS above) as well as the expansion of exchanges with almost all the developing nations, including Africa South of the Sahara -- particularly French-speaking Africa -- and with the Communist countries, including Eastern Europe, the Soviet Union and, ultimately, China.

#### F. RECRUITMENT AND SELECTION OF THE EXCHANGEES

##### 1. Publicizing exchange opportunities

- a. The provision of additional information on educational opportunities in foreign countries was suggested as one means of stimulating more Americans to go to such areas as Latin America and Asia.
- b. It was agreed that more information was needed abroad on U.S. education (specifically U.S. technical schools).

##### 2. Recruiting Americans for service abroad

- a. The proposal for establishment of an International Youth Service was endorsed.
- b. The possibility should be explored that self-financed Americans travelling abroad for short periods might contribute to ongoing development projects.
- c. Academic rewards or recognition should be assured for U.S. scholars accepting foreign assignments; the availability of opportunities for the conduct of research was also noted as one factor in inducing U.S. scholars to accept assignments abroad.
- d. Criteria specifically mentioned in relation to the selection of Americans for service abroad included sensitivity to the foreign culture, knowledge of the

foreign language, a desire to learn, and willingness to stay for several years; several suggestions were offered for increased use in international assistance programs of Americans who were born abroad, who lived abroad as children, or whose parents were foreign-born, primarily because of their familiarity with the foreign language.

3. Selecting Americans for study abroad

a. Criteria specifically mentioned included maturity (for students going to Eastern Europe or the Soviet Union) and knowledge of the foreign language involved.

b. One group recommended that the Fulbright program be broadened to include Americans who have studied abroad as undergraduates.

4. Selecting foreigners for study here

a. Criteria specifically mentioned were the foreigner's usefulness to his country and society, his maturity and attachment to his own culture, his emotional stability, his knowledge of English, and his intelligence and leadership ability.

b. One group recommended that teams of foreigners, including representatives from educational institutions and the foreign government, be invited to study U.S. education, particularly U.S. technical institutes, as a means of encouraging cooperation between government and educators in the establishment of similar facilities abroad.

G. PREPARING FOR THE EXCHANGE EXPERIENCE

1. Language preparation for Americans

a. It was agreed that intensive language training was needed for Americans planning to study or work abroad; the notion that language study of this kind should be financed by the individual was termed unrealistic by one group.

2. Language preparation for foreigners

a. Steps must be taken to expand English-language training opportunities for foreign students and visitors, particularly for students from French-speaking Africa.

b. It was strongly recommended that U.S. colleges develop programs of instruction in English as a foreign language for foreign students and scholars on their campuses.

c. More time should be allowed for the training of foreign English-language teachers and greater care should be exercised in their selection.

3. Orientation of exchangees

There was general agreement that orientation programs should be expanded and improved for both foreigners and Americans; among the specific recommendations were the following:

a. That the Board of Foreign Scholarships and the Department of State authorize the Fulbright Commissions and Foundations to extend their orientation facilities to all American scholars embarking on programs abroad and to all foreign scholars coming here;

b. That a Committee on Orientation be established to study existing orientation materials and programs, to collect data on activities in this area, to define the concept and functions of orientation, both in the United States and abroad, and to serve as a clearinghouse for interested groups and agencies dealing with students and visitors.

c. That where groups of Americans with foreign experience in particular fields are located at particular institutions they be tapped to help orient Americans going abroad in those fields for the first time.

4. Other preparation or preliminary training

a. The establishment of U.S.-supported preparatory institutes in 12 or 13 foreign countries was urged by one group as a means of offering preliminary training for foreign students planning to attend U.S. institutions of higher learning; such institutes could be financed by U.S. Government-owned local currencies.

b. It was also recommended that study in the United States in certain fields be preceded by practical experience in the home country.

c. U.S. community development workers should be trained in the country in which they are to work, either in local facilities or by foreign specialists.

d. A group concerned with exchanges in the arts proposed that the creative works of visiting artists be disseminated abroad prior to the artist's visit.

H. RELATIONS WITH THE FOREIGN VISITOR

1. One group urged comprehensive review of existing legislation and Government regulations affecting the foreign exchange, with particular reference to those applying to political activities by foreign students or scholars while in this country.

2. Numerous recommendations were concerned with the need for increasing U.S. understanding of foreign cultures, including the following:

a. That U.S. adult education agencies expand existing programs for the public and leaders in various fields on the problems of new nations and on U.S. relations with those nations;

b. That American faculty members be better informed concerning conditions in the home countries of foreign students on campus;

c. That U.S. secondary schools build area study programs around the home countries of young foreign students.

3. Recommendations relating to foreign student activities included the following:

a. That the foreign student be involved in campus activities which would bring increased association with U.S. student leaders;

b. That counselling of the foreign student be non-directive and that the counsellor refer more problems to qualified experts;

c. That more foreign students be encouraged to arrange for adequate medical and health insurance;

d. That a national newsletter be established on foreign students at U.S. colleges and universities, to be edited by foreign students.

4. Community relations were considered by several groups which offered a number of specific recommendations:

a. That more labor and minority groups be involved in community programs for the foreign visitor;

b. That volunteers be selected carefully, that they be oriented fully on the foreign visitor and his culture, and that they be briefed carefully on their own responsibilities.

#### I. CONTINUING RELATIONS WITH THE RETURNED FOREIGN EXCHANGE

1. There was wide agreement that American hosts and sponsors should continue contacts with foreign visitors following their return home and that they should even provide assistance with problems of reacculturation and readjustment (see below) through American advisors or counsellors stationed abroad.

2. Dissemination of university and other publications was suggested as an important means of continuing relationships, with various recommendations being offered in regard to the financing of such mailings.

3. Support for the establishment of additional U.S. libraries abroad was urged; if such libraries were established at foreign universities, U.S. universities might contribute to their operation by providing publications and materials.

#### J. REACULTURATION AND READJUSTMENT

1. It was noted that the length of stay in this country and the exchangee's age were important factors in reacculturation -- a stay of five years can produce "permanent alienation".

It was recommended that participants in exchange programs be encouraged by their group leaders to evaluate their individual progress in relation to goals related to their homeland; student exchangees should be urged to think about the differences between their culture and the foreign culture and to anticipate problems they may experience upon return.

2. One group suggested that foreigners who have returned home might establish "re-orientation" programs for newly-returned exchangees.

3. In certain fields, U.S. study or training should be followed by in-service education at home to continue the process of up-grading personnel.

4. Exchangees in the arts should be given opportunities to perform following their return home.



K. EVALUATING EXCHANGE PROGRAMS

1. Several groups called for expanded research to determine what actually happens in exchange experiences.
2. It was recommended that mechanisms for evaluating the program should be planned and budgeted for at the initiation of every exchange project; bi-national projects should be evaluated by foreign scholars visiting the United States or by joint teams.
3. Clearinghouse services should be established to exchange the results of evaluations; an interdisciplinary journal and seminars and workshop-type conferences were proposed.