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Chairman:

John Gange

Director of Review and Development, Asia Foundation

Rapporteur:

Wesley R. Fishel

Professor of Political Science, Michigan State University

Good public administration is much more than simply good public administrators. It is unlikely that good public administrators can accomplish much unless the climate for good administration is favorable; unless there is present in the country concerned an appreciation of good government and public insistence that government be well managed, honest, and efficient.

In operating exchange and technical assistance programs in public administration we (and those whom we seek to help) face a multitude of pressures. Particularly is this true in the former colonial areas of South and Southeast Asia, where we must ask whether those countries will have sufficient time to achieve stability and to adjust to the conditions of freedom before possibly losing out to alternative disciplined groups within or succumbing to pressures from without.

A major difficulty lies in the fact that all of the affected states need trained people in large numbers quickly. Simply training many people, however, is not enough. Training must be relevant to the needs of the trainee and his government. Too often we in the United States tend to overlook the problems involved in inter-cultural transfer of institutions and practices. We frequently train foreign administrators without having an adequate knowledge and understanding of their culture and its values; we also tend to force our foreign friends to deal with us in English rather than make the effort to learn their language which would give us valuable psychological advantages as well as being pragmatically worthwhile.

Akin to the need for attuning training and tours of observation and study to the problems and requirements of the individual trainee or visitor is that of making him feel welcome and, especially in the case of high-ranking persons, treating him in the manner which his status in his own country warrants. "Leaders" who come to the United States, for instance, often feel a sense of "demotion" upon arrival here. The per diem given them under U. S. Government programs is too low to permit them to live according to their status. The visitors then become unduly concerned about the need for reasserting themselves, and the process of communication then becomes difficult. (This is contrasted to the "red carpet" treatment reportedly accorded similar foreign visitors in the USSR.)

The United Nations has found in operating its technical assistance programs in public administration that the United States is the center of attraction for

its grantees; the United Kingdom is a close second. But it is difficult to convince many of these people of the value of training in other countries, no matter how relevant or excellent may be the training offered. This has resulted in heavy taxing of our facilities. Consideration should be given to the establishment of prestige-laden regional training centers outside the United States and United Kingdom, although efforts in this direction to date have not been particularly successful.

With all the problems, much has been accomplished by existing programs. There is room for progress, however, in such areas as encouraging persons of one Asian country, for example, to look to nearby countries for institutions or techniques worthy of study. The sending of a number of Afghans to the University of Teheran is one instance where this has been done. Again, possibly useful interchange and mutual assistance is being developed through the establishment (in Manila) of the Eastern Regional Organization for Public Administration (EROPA), a Center for Documentation and Diffusion in Saigon, and a Training Center in New Delhi.

More attention should be given to the development of lasting relationships between academic institutions in the United States and similar institutions in Asia and Africa. Professional societies such as the International Institute of Administrative Sciences (IIAS) are also valuable in this regard. Beyond this is the possibility of continuing inter-institutional exchanges of faculty and students, and initiating long-range basic research programs so that technical assistance and exchange programs will be worthwhile not only for their immediate ameliorative benefits but also as a means of adding to our general store of knowledge and building mutual understanding.

A major difficulty lies in the fact that all of the affected states need trained people in large numbers quickly. Simply training many people, however, is not enough. Training must be relevant to the needs of the business and the government. Too often we in the United States tend to overlook the problems involved in inter-cultural transfer of institutions and practices. We frequently train foreign administrators without having an adequate knowledge and understanding of their culture and the values and attitudes that force our foreign friends to deal with us in English rather than make the effort to learn their language which would give us valuable psychological advantages as well as being program-

ally worthwhile.

As to the need for attention training and observation and study to the program and requirements of the individual trainee or visitor in that of making him feel welcome and, especially in the case of high-ranking persons, treating him in the manner which his status in his own country warrants.

"Teachers" who come to the United States, for instance, often feel a sense of "demotion" upon arrival here. The way they give them under U. S. Government programs is too low to permit them to live according to their status. The visitors then become acutely concerned about the need for reorganizing themselves and the process of communication then becomes difficult. This is a condition to the "red carpet" treatment reportedly accorded similar foreign visitors in the USSR.

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