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Report of Workshop # I - 14 SOCIAL SCIENCES

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The discussion outline emphasized (1) the heavy involvement of the the social sciences in exchange of persons programs, (2) the notable contribution already made in the study and evaluation of exchange experience (to be presented in a volume being prepared by Dr. M. Brewster Smith for publication in 1960), and (3) the unique role of the social sciences in relation to exchange programs based upon the fact that such culture-contact and resultant change is one of their primary concerns.

It was pointed out that great progress has already been made in understanding exchange experience and international and intercultural relationships, while emphasizing basic questions which still need study and research. Mentioned among the latter were assumptions underlying (1) the ideal of "mutual understanding" and its relation to the conduct of foreign policy; (2) the relationships among various loyalties of the individual in regard to his own country, and to other countries and peoples; (3) the bearing of a growing knowledge of social structures upon planning of exchange programs. International exchanges among social sciences enrich these sciences by enlarging horizons toward a universal or world outlook, and may foster an orientation to broadly human values and so add a certain quality often associated with the humanities.

It was further pointed out that on the broad cultural level exchanges are basically the same human relationships as those of teacher and scholar, having the same vitality and significance. On the scientific level certain dilemmas requiring special attention were outlined. Among these were: (1) the young social science scholar must often choose between a research experience abroad and professional advancement in his own university; (2) the teacher, here or abroad, must speak to multiple audiences, and this is more complex in an unfamiliar foreign cultural setting; (3) social and intellectual distance retards the comprehension between the teacher and his students; (4) theorizing requires knowledge from beyond the national borders and thus wide contacts lead to enrichment; (5) there is need to multiply experience so that one can generalize at the same time that he reaches practical conclusions on matters of immediate concern.

Two problems outlined were: (1) that of producing and distributing teaching materials for use in universities overseas, a matter of great complexity and urgency and (2) that of developing a climate in some other countries favorable to original research, whether conducted by foreigners or nationals, and the development of a tradition of research in social science in these lands.

One panelist emphasized the problems of communication in regard to language competence and broad cultural acquaintance and knowledge.

Considerable interest was manifested by members of the workshop in the broad inter-cultural role of the social sciences, including but not limited to exchange programs. Emphasis was placed upon the role of historians as social scientists, and their unique and essential contribution of perspective and depth in the study of cultural contacts and change. Historians have worked together across cultural barriers for a long time and their experience of broadening research interests in an international community of scholars may be illuminating to other and younger social sciences.

The question was raised as to whether the social sciences have developed or can develop an international community of scholars and a focus upon universals which characterize the natural sciences and the humanities. The response of social scientists present seemed to be that some progress had been made, and a cautious hope that such an outlook and scholarly community might be achieved in time. This process might be furthered as social scientists manifest more fully the spirit of the humanities and become more concerned with value concepts.

The following suggestions were made by way of recommendations:

1. Urgent attention should be given to the problems of training social scientists with intercultural outlook both here and abroad, with a view to the invention of new and improved training facilities.
2. There is an urgent need for development of improved channels of communication among social scientists of all countries. Competent agencies should explore the ways and means of encouraging the development of adequate international bibliographies, the translation and dissemination of important research reports, and the preparation of teaching materials either by adaptation of existing works or preparation of new texts and source materials.
3. Regarding the relative advantages and disadvantages of sending social scientists to teach abroad or bringing prospective social scientists to the West for training it was agreed that both activities would without doubt continue and serve useful purposes. It was pointed out that the greatest change occurs in the person who moves into a new cultural situation

and that this is an important consideration in program planning. Concerning the problems of "cultural alienation" (1) it is apparent that more knowledge about and understanding of this situation is needed, (2) that in addition to training in Western institutions or development of new training centers abroad it might be found advantageous to route some students through institutions of other countries where the cultural change would be less violent; and (3) rather than focussing upon means to counteract observable "cultural alienation" it would be wise to place primary emphasis upon essential change and devote more intelligence and wisdom to planning for it.

4. In broadening training opportunities it might be well to explore the possibilities of developing programs like the junior year abroad in other cultural centers such as, for example, New Delhi, India.

5. Recognition of the practical difficulties encountered in recruiting social scientists for international programs, and the professional or vocational dilemmas confronted by the young social scientists led to a recommendation that universities and colleges be urged to make arrangements which will recognize and reward foreign research and that they encourage young social scientists to accept foreign assignments.

6. It was recognized that there is a paucity of scholarship and fellowships in relation to the demand, and efforts should be made to supplement them.