Towards An International Dimension

at

Michigan State University

East Lansing, Michigan

August, 1959

MICHIGAN STATE UNIVERSITY EAST LANSING

OFFICE OF INTERNATIONAL PROGRAMS · RESEARCH AND DEVELOPMENT SEMINARS

To all members of the International Seminars

Dear Colleagues:

Attached is a manuscript which brings together the discussions and recommendations of the six individual reports prepared by the seminars during the past year. An earlier draft was reviewed by a number of Chairmen and Executive Secretaries. Their recommendations are incorporated in this draft.

It would be appreciated if you would review this manuscript, comment on it in any way you see fit, and let me have your reactions by October 10, preferably by October 1. I shall be glad to discuss any part of the manuscript personally after returning from vacation on September 15.

May I also say that steps have been taken towards implementing a number of the recommendations. It is too early to anticipate the results.

Your thoughtful help in the past deliberations and your continued interest in this important development is very much appreciated.

Sincerely yours,

Larry

Lawrence Witt
Director of Studies

PREFACE

During the past 40 years, the relation of the United States to other countries has undergone a revolution. From a policy of no entangling alliances, isolationism, and a turning away from most of the world's problems, the nation has moved to complex political, economic, and security arrangements with many countries. After World War II, and despite many misgivings, this international involvement became clear to all who would see. Today's international challenges present both problems and opportunities to American universities. During the past ten years, Michigan State and many other universities have become involved heavily in overseas operations. Fulbright grants, national and international government activities, and private industry also have drawn on university faculties for overseas work. The pressures for such activity have posed a number of questions to the administration and faculty of many universities.

The adequate staffing of university overseas contracts represents a drain on faculty time and talents and requires more complex administrative and budgetary procedures. The recruitment of people for government international programs, business activities, international agencies, foundation and exchange programs, all make it difficult to maintain competent university faculties. Alternative opportunities at home by which individuals (and the university) may push forward for professional and intellectual achievement are by-passed. In other cases, real international opportunities are overlooked. Like other institutions, a university cannot move forward in all directions simultaneously and effectively. Choices must be made. Goals must be defined which are ambitious but capable of attainment.

At the same time, sensitive faculty members respond to the needs of American society for knowledge and understanding of other countries. They seek out ways in which they may learn, thereby improving the courses which they teach and papers they write. Overseas assignments provide opportunities to develop broad new competencies. The growth in the international programs of the United States requires better trained people. Traditionally, American universities adapt to such needs.

In another sense, the on-campus and within American culture context of these questions is important. Overseas operations, at present, largely depend upon Federal government funds. The debates over foreign aid appropriations, the ethnocentric influences upon ICA operations, the pressures to export our problems to other countries, and the unsophisticated comments on foreign ways which so often permeate the American culture, all seem to indicate that these programs have not been adequately correlated with the American environment. If much of the adjustment to our international responsibilities comes by modifying our cultural climate, as appears appropriate, the implications for university education are immense. It involves the curriculum in its broadest sense, the academic research, the devising of special educational programs, the growth of international programs at all levels of education, and the relations of the university community with the general culture.

Overseas programs, and their domestic counterparts -- area institutes -- are exposed to the danger of being isolated from and having limited intellectual impact upon the environment of the rest of the institution. Overseas programs, in particular, have had little effect in promoting a richer international dimension to the experience of students, except for the rotation of university personnel. Special efforts are needed to insure that the overseas

experiences are utilized in influencing the academic programs and general environment of the institution. In many instances, faculty members going overseas are drawn out of association with their disciplinary colleagues, lose contact with professional developments, and then return to more or less standardized job assignments. Jealousies and conflicts may develop between those going overseas or involved in area research institutes, and those remaining on campus and carrying on routine assignments.

The increasing recognition of these problems is at least partially responsible for the attitudes expressed in the following statements. The University has played a dependent role in choosing the international programs in which it will participate and in defining the terms of this participation. Greater initiative would involve actively seeking programs, domestic and foreign, which are important and would pay greater dividends both to the University and our society. Inadequate attention is being given to the cross-national problems of our society. Individuals going overseas have not received professional recognition and personal advancement commensurate with their contribution. Many overseas assignments have provided only limited support to faculty intellectual interests and understanding of significant problems. Programs selected should be more in keeping with the traditional university role and mobilize the full range of university functions. Whether true or not, these represent strongly held views.

As a result of such reactions, and shortly after his appointment, the Dean of International Programs organized a faculty committee on the "Role of the University in International Programs."* This committee made suggestions

* See Appendix A for membership of this and other committees and seminars.

for improving the university climate and the recognition of faculty contributions; a number of suggestions have been implemented. A proposal for a comprehensive review by a larger group, giving consideration to special functional and operational areas, became the next effort in this direction, supported by a grant from the Ford Foundation. It also became possible to experiment with administrative procedures to focus and channel the personnel resources of the University into new kinds of on-campus international activities.

In implementing the grant, a mixed faculty-administrative Steering Committee was brought together to specify the high priority areas of international concern. These are described in Chapter II. Study seminars to discuss each area and make recommendations met during the spring and summer of 1958, with the Chairmen and Executive Secretaries finishing reports in the summer and fall.

As these reports were completed the Steering Committee was reactivated. The Chairman of each of the seminars and a number of other individuals were added to this "Integrating Seminar Committee." Over a period of several months, the seminar reports were presented and discussed. Chapters III, IV, and V reflect the recommendations of these reports.

This report is a summary and integration of the documents prepared by the various seminars. It is likewise being reviewed by the Integrating Seminar Committee, along with other interested members of the faculty and administration.

Throughout this document, it will be noted that prime emphasis is placed upon an international dimension to the total university. The overseas programs are already developed, (though not necessarily in the most desirable form) but the necessary supporting and complementary campus programs have not appeared to a significant degree. For this reason, major concern has been with

on-campus teaching, organized research, and extension programs for the adult citizen. It is assumed and expected that Michigan State will continue to be actively involved overseas; and a number of proposals build on this activity. In fact, much that is written here would be less important to the university were overseas activities substantially decreased.

This report is a group document. The ideas stem from the interaction of some 60 faculty members and administrators at this University. Many of the paragraphs and sentences were originally written by members of one or another of the seminars. Still, this report includes only a third of what was prepared, and several sections and one chapter which is original. The errors of selection, commission, and omission are those of the editor. The credit must be widely shared, the blame inevitably is centralized.

July 30, 1959 Lawrence Witt

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CHAPTER I

INTERNATIONAL CHALLENGES TO UNIVERSITY EDUCATION

The Context of International Education

Throughout most of their history, the American people have viewed independence as necessary to the preservation of what is loosely termed "the American way of life." American independence has been a political fact and a social enterprise. Until recently, the American citizen has not had to ponder the social conditions of the world outside the United States in order to discharge his civic duties. Indeed, the duty of governors has been conceived as maintaining a minimum international entanglement and preserving for the United States as splendidly complete an isolation as possible. Any breaches of American isolation have been considered temporary and, for the most part, unavoidable.

So long as American citizenship did not necessitate concern for foreign affairs, neither did American education. In the schools, studies connected with foreign affairs have been limited and designed primarily to meet two closely related needs. The first objective has been to assist in shaping a national character. E pluribus unum expressed not only the fact of political union, but also the social need to create one nation from people of many nationalities. The second objective has been to give every American some knowledge of his national heritage. It was rarely deemed necessary to consider the vast and important "non-western" world.

Since World War II, however, the United States has become involved in "the cold war", and at the same time has recognized its stake in the rising tide of nationalism that is sweeping former colonial peoples. These conditions have made it impossible for the United States to return to its former condition of isolation. There is no reason to believe that such a return will ever be possible.

These matters have their impact on education; for education, like any other social institution, must stand in functional relationship to the society in which it exists. It is clear that the society within which American education functions is no longer isolated and, to that extent, no longer independent. It is a society now vitally influenced by the social structures and cultures of many, if not most, of the nations of the world.

The passing of colonialism, the growth of technology, and continuance of the cold war combine to intensify American military, political and economic interests in other nations. The United States to protect these interests finds it necessary to abandon two of its cherished ideals. First, the United States can never again find satisfaction in its former ideal of independence and second, it cannot look with indifference upon the internal and domestic developments of foreign countries. This global setting stresses the need to put an international dimension in all education, with our institutions of higher learning taking the leadership role.

American educators must constantly assess the character and changes of their society, adjust to these changes, and do everything reasonable to direct them. It has been a fundamental belief that an educated public is the surest guarantee of wise decisions. This assumes that an educated person should be aware of the forces that influence his life, and which, whether he is aware of them or not, will continue to shape his character and his society.

What happens in education when American society changes? What do educators do when the forces that impinge upon American society are neither American in their origin nor controlled by the American government? Education faces the fact that American society is no longer insular. The limits of the society are broader than its educational institutions at present are prepared to acknowledge.

Implications of America's New Role

The domestic and foreign affairs of this nation are inextricably intertwined. The international affairs of other countries are a concern of the United States just as many internal problems of the United States are vital to other nations. No longer is it possible to make wise national policy decisions in a nation like the United States without a comprehensive review of their implications in relation to other countries. It also is necessary to consider the possible reciprocal effects of their policy changes. Yet, such decisions are being made every day, both here and abroad, by agencies and in groups poorly equipped to consider the international impacts of alternative policies.

The international challenges facing the United States require a response at many different levels of society. They require information and talent of many different kinds. There are many ways in which universities can contribute to understanding and can help solve the problems of a disorganized, fumbling pattern of world relationships. The following items are among those in which the universities and professionally trained people can play an important role.

1. There is an acute need for an understanding of the forces which have led to the virtual annihilation of the economic, political, and social system of the 19th Century. The spread of intense nationalism helped destroy the old world order and now resists the pressures for greater international inter-dependence. The greatest intellectual and practical problem facing the world today is the desperate necessity to invent and construct a stable, viable world order.

2. The people of the United States who by their actions, votes, and discussions influence the course of national and international policy, need information which will enable them to be more aware of the challenges,

problems, and alternatives available in the world scene. Educational programs at all levels can provide a framework which permits the accumulation of new knowledge, the better understanding of current events and the more consistent assessment of policy alternatives. A broad base of informed citizenry is the best guarantee of appropriate programs and policies.

3. Rapid advances in communications technology not only make ideas and information available to new billions of people but, at the same time, accelerate the flow and exchange of people and ideas. Nations and peoples differ in their modes of communication. In the world of today, these differences provoke tensions. These advances and their consequences point up the necessity for greatly expanded research into the communication process with particular reference to cross-cultural communication. Much of the relevant research in the various social sciences needs to be integrated and analyzed as the basis for new work.

4. Technological developments in fields other than communications pose other challenges. If the knowledge now available or soon to be discovered is to be used to benefit mankind, it must move rapidly into the minds and hands of the farmer, laborer, clerk, businessman, and public administrator. Consequently, the study of the process and effects of international diffusion of technology is of high priority, in particular for an institution putting heavy emphasis on agriculture and technology.

5. The nature of the process of development needs to be understood. With numerous countries making development a keystone in national policy, a significant part of the interaction between nations is concerned with stimulating, expediting, and speeding up the development process. The gap between rising aspirations and slow change, if any, in the realized material and psychological

well-being leads to frustration, unrest and instability. There is much to be done in learning how to engineer development.

6. The programs of action already underway or likely to be initiated require personnel capable of functioning effectively in a cross-cultural and cross-national situation. These persons range from business executives, technical assistance experts, foreign service personnel, military liaison officers to university professors on teaching or research assignments. While capable of functioning effectively with other peoples, they also must be sufficiently competent in their technical fields to gain the respect of their counterparts and co-workers. Americans able to function in this dual capacity are difficult to find and will be needed for many years. Programs to assist both those presently functioning in these roles and those potentially capable of succeeding them are necessary.

7. The thousands of foreign students and visitors coming to the campuses of America require advisors, study programs, and other facilities enabling them to make maximum use of their time in the United States. More can be done with academic advisors and a few specialized courses to develop better professional programs. Similarly it would be desirable if the hundreds of thousands of Americans who go abroad could go with attitudes of humility and inquiry. Their experiences would become a resource leading to better national and local decisions in areas affecting the relations between peoples.

8. There is an acute need for an infusion of an international dimension in the consideration of policies and programs at many different levels. International affairs in its broadest sense no longer can be considered the exclusive domain of a group of specialists in the State Department and a few highly motivated university research institutes. The Department of Agriculture, labor unions, business associations, and the communication media are at least

as influential in international affairs as those directly responsible. Our culture needs to develop a frame of reference making it become almost automatic to consider the international impacts of proposed activities along with the domestic effects. This implies both a diffusion and an expansion of the level of activity in international affairs, a major part of it in a domestic setting.

It is to the faculties and administrators of the universities that these challenges are especially appropriate. They call for the creation of knowledge, the training of technical staff, modifications of courses, and the development of an intellectual climate in which international affairs play a continuous and important role.

Obstacles to University Participation

The nature of the land-grant colleges and universities in the United States puts a substantial original emphasis upon being sensitive to the challenges which the nation faces. This is increasingly true of all universities. There have been responses to the international challenges in many of these institutions; yet, by and large, they have lagged in developing appropriate internal policies and structures. Limitations on the development of this concept stems from a series of interrelated real or fancied obstacles. These obstacles grow out of the cultural attitudes of the people of the United States who, until recently, viewed any international activity with skepticism. Many still do. Consequently, most university administrators are unwilling to provide funds and encourage faculty to engage in research and other professional activity overseas, or even to provide the extended leaves necessary for such activity.

The scope and magnitude of the international challenge requires the contribution and involvement of a wide range of disciplines. No one, two or three disciplines can provide the insight needed as political, economic, technical, social forces evolve and develop. Since domestic and foreign affairs today are intimately interrelated, it no longer is possible to make wise national policy decisions without a comprehensive review of their implications in relation to other countries. To provide this knowledge calls for substantial university programs, in research, teaching, and adult education.

One limitation to this development arises out of the organizational structure of most universities. While attempts have been made to create a central discipline of international relations, this work commonly is viewed as a field in political science. Either definition, however, by-passes many aspects of the relations between cultures which are becoming increasingly important. On the other hand, in the dispersion of subject matter to the other social sciences, to the humanities, and to technical fields, much of the international content tends to disappear. The development of area centers is one of the ways in which universities have tried to provide specific responsibilities for an international content within several disciplines. Even these, however, have been unable to assure a broad impact upon university education; often area centers find themselves in effect another department, including a number of social scientists, training a small group of students, having limited contact with the major student body, and being exposed to jealousy and frictions with other parts of the institution. Seldom do reinforcing channels of communication to higher administrative officers for international affairs exist in higher education, though such channels do exist for other fields of effort.

A large part of the faculty themselves have not had the training and experience which normally would lead them to put a heavy emphasis on the interrelations between cultures. Languages have been de-emphasized or rendered impotent in past educational programs. Depression and war handicapped travel and foreign study. Student fellowships more commonly bring foreign students to the United States than vice versa. In consequence, there is a lack of specific knowledge on foreign areas and foreign problems in many disciplines and universities. This has severely limited the number of faculty capable and interested in presenting courses dealing with problems of international education, politics, economics, cultural change, science and technology, communications, and other fields. Major professors lacking an international dimension in their own work, normally do not develop students with a live interest in world affairs.

With a few exceptions, professional provincialism permeates the disciplines that should be concerned with the interrelationships between the United States and other nations and cultures. An individual contemplating a program of work on international issues takes on greater professional risks than one who confines his interest and activity to domestic issues. In many professions, there is little, if any, increase in stature through doing a good job abroad.

Local pressures and concerns also lead to a greater emphasis on domestic, state, or community problems. The pressures upon the university are more acute for training engineers, agriculturists, teachers for domestic jobs than for international work. Individual members of the faculty are sensitive to these attitudes, primarily through the financial resources which are or are not available for their proposals.

For state colleges and universities (and to some extent for private universities with a substantial fraction of earmarked grants), the source of funds

constitutes a substantial obstacle. In many cases, the administrators take the view that state appropriated funds should be spent within the state or for purposes which are clearly in the interest of the state. They believe it difficult to justify to legislators the expenditures of state funds for research overseas and, in some cases, even to teach courses focusing on the non-western world. The faculty, being aware of these attitudes and problems do not probe as deeply into international issues or for overseas opportunities as they do into domestic issues; nor do they insist that their students pursue a pattern of courses and readings which lead them in the direction of greater international understanding. This results in a greater rigidity of educational traditions and curriculum in this area than in most other aspects of university programs. Even in recent years, changes have been modest and halting.

Even when an individual can be financed overseas from other sources, the annual nature of most budgets makes it difficult to hold over funds from the salary which would be paid. Hence, a university tends to accumulate responsibilities towards those people hired as temporary replacements.

In many universities, faculty members on overseas assignments fail to receive salary increases, promotions, and tenure status. Most of them return to positions not re-defined by their recent experiences and, in status, lagging behind their colleagues who stayed home.

In most cases, ICA and foundation technical assistance contracts are tied to specific purposes and have neither permitted nor encouraged the broad development of an international research program at the university. Frequently also, other federal funds and money provided by business organizations are earmarked for specific purposes--and only rarely for programs which deal with the interrelations between nations and cultures.

Most important perhaps is the belated realization of the importance of slowly but steadily feeding an international dimension into the cultural framework of America, through various academic programs. The tremendous advances in technology, the revolution in communications, the world-wide spread of nationalism, the concern with development, all point to the necessity for a public understanding which will enable America to better play its role in world affairs. In the accumulation of knowledge and the training of minds for this task, the universitie's role is crucial.

These problems exist to some degree in any university. Much progress already has been made to overcome some of the more serious administrative obstacles at MSU. What is needed now is additional support and time to develop and demonstrate the value to the state and the nation of a much broader, more pervasive, more aggressive approach to the international dimension in higher education. To the extent that MSU succeeds, it will be important to share with other universities the effective processes by which an institution can overcome obstacles.

International Programs at Michigan State University

Recognizing the growing importance and volume of activities in the international field, the university in 1956 created the office of the Dean of International Programs. The Dean, responsible directly to the President, coordinates the various overseas programs through the project coordinators and the interested college deans. In addition, he is concerned with evolving an on-campus program which responds to the current international challenges. One of his first activities was to organize a faculty committee on the "Role of the University in International Programs." This group proposed a number of ways to improve the university climate and to recognize faculty contributions.

One of these proposals was for a comprehensive review by a larger group, with special consideration for special functional and operational areas. Subsequently, with the help of the Ford Foundation, the university established five faculty seminars to examine the present and projected roles of the university in international affairs. These seminars, involving from 8 to 10 selected faculty members, focused attention on the international aspects of each of these important areas: Education, Communications, Politics, Economics and Business, Cultural Exchange, and Technical Assistance.

A number of specific seminar proposals and recommendations already have been implemented by the various university administrative units, or the overall administration. Others will require substantial funds and longer periods of time for development.

Results of these seminars, combined with the traditions, organizational structures, current activities, and international experiences make it particularly appropriate to examine the possibilities of building an expanded university role in world affairs at Michigan State University. Many of the prerequisites are present. Within this framework it is possible to develop teaching, research and extension programs in international affairs with solid academic content -- programs which permeate a substantial fraction of the university's activities.

International Activities Already Underway

Interest and growing competence of the university in foreign and international activities is evidenced in many ways. With some 500 students from other lands, MSU is among the top 15 universities in total enrollment of foreign students. Administrative policies encourage faculty members to spend sabbatical and other leaves in overseas assignments. MSU last year had more personnel abroad on sabbatical leaves, research grants, or assignments to

sponsored programs than any other university in the United States. A survey of the faculty reveals that 10 out of 12 have had some kind of experience outside of the American culture, and that more than 25 percent had been engaged at some time in at least one professional activity overseas.*

Among the faculty, 44 languages are read, spoken, or understood; 781 faculty members have indicated interest in acquiring or increasing competence in the use of foreign languages. This is now facilitated with the installation, in 1958, of a Language Laboratory available to both students and staff for course of individual instruction.

Michigan State University operates a variety of technical assistance programs. It cooperated in establishing the University of the Ryukyus on Okinawa in the pattern of the American land-grant institution and continues a cooperative relationship with a half dozen faculty members stationed there. It has helped develop agricultural colleges in Medellin and Palmira, Colombia. The university cooperates in a pioneering program in business administration in São Paulo, Brazil, and in South Viet-Nam, operates one of the largest overseas programs carried on by any American university. Here the emphasis is on the establishment of a competent civil government.

More recently, the university undertook with the Ford Foundation a program of training for development administration in Pakistan with special emphasis in the rural social sciences. For more than 10 years, the university has worked closely with the Inter-American Institute for Agricultural Sciences in Costa Rica. On numerous occasions over this period, faculty members have carried out short-term activities in other countries such as the Phillipines, Nigeria, Italy, Liberia, Japan, India and many others.

Through the Institute of Research on Overseas Programs, and with the help of the Carnegie Corporation, Faculty in several departments have been examining

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* For details see Appendix B

the international programs of American universities overseas. This research now is largely completed and in process of publication. Under a second Carnegie grant to the Sociology Department, comparative studies are being made of social and economic organization on both sides of the Mexican border.

In another program now in its second year, the university conducts seminars on communication for some 2000 foreign participants in the International Co-operation Administration program. These are intended to help the technician, administrator, or professional worker make more effective use of the knowledge and experiences gained in the United States.

Origin and Growth

Founded in 1855, Michigan State University is the pioneer land-grant institution in America. Throughout the history of the institution, the faculty and staff have tried to make the academic and related research efforts respond to the needs of the people and the times. It contributed significantly to the social framework of an open society, which enables the children of farmers and workers to rise in status and gain recognition for their contribution as individuals. Within the philosophy and approach of mass education, grass root contacts and service, the academic program has been broadly expanded and substantially strengthened.

Faculties in the liberal arts and basic sciences increasingly function in their own right rather than as adjuncts to agriculture and engineering. Music, the arts, and the humanities operate viable programs. A general education philosophy has been implemented in the Basic College, providing about half of the program of all undergraduates for their first two years.

One measure of Michigan State University's growth and potential is enrollment. In 1957-58, the enrollment was 16,367 -- an increase of about 250 percent over the pre-war peak. This same year, graduate enrollment was 3,533, an increase of nearly 1000 percent over the same period.

This increase in scholarly activity is matched by growth in numbers, scholarly attainments, and diversity of interest in the faculty. Since 1944, the percentage of faculty with the doctor's degree has risen from 34.6 percent to more than 60 percent.* In addition, a large number have earned their terminal graduate-professional degree in areas in which the doctorate is not offered.

Faculty competence has been recognized in other ways. Since 1953, 33 faculty members have received Fulbright and Smith-Mundt fellowships and 8 Guggenheim fellowships; 68 others received leaves to accept other fellowships, all in recognition of scholarly and professional distinction. Within this same period, 308 leaves have been granted to permit faculty members to serve as visiting professors elsewhere, as consultants, in the state and federal service, and to undertake research and study both here and abroad.

Confidence in the ability of the faculty is reflected in the funds made available for research, attaining $5,287,000 last year. It came from the following sources: Agricultural Experiment Station, $3,427,358; federal government, other than agriculture; $790,880; industry, $481,363, and foundations, $587,579. In addition, much research is supported out of general university funds.

Extension programs of the university annually involve hundreds of thousands of citizens, both within and beyond the borders of the state and nation. These programs include those of the Cooperative Extension Service, the Continuing Education Service, and a variety of other on- and off-campus activities for special adult groups.

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* These data and those immediately following are taken from a speech by President Hannah, January, 1959.

CHAPTER II

AREAS OF SPECIAL CONCERN TO HIGHER EDUCATION IN THE UNITED STATES

In widening areas of human affairs, contacts between cultures are now occurring. The nature of these relationships is changing with the several revolutions going on simultaneously all over the world -- in science, in industrialization, in social relations, and through the popular participation in the national state. To work with these trends and to meet these challenges requires concepts and programs far beyond formal diplomacy and traditional international relations. The United States is actively involved in promoting economic and social change in most of the underdeveloped nations. American forces are stationed in the far corners of the world. American military equipment provides the sinews of the armies in several areas. Civilian personnel are engaged in a wide range of activities, stretching from research and other programs in the field of agriculture, education, health, and medicine to the improvement of university and government services. To build on these new characteristics of world interactions with attention to the long-run interests of the United States, involves stressing new and different dimensions of university and national state activities.

The range of possible concerns for American universities is broad. Foreign students in a wide variety of curriculums have educational objectives as dispersed as our own students. American students are interested in jobs abroad, in business, in government, as technicians, educators, executives, lawyers, or diplomats. People now overseas return home for refresher courses and training programs. Business and government administrators are making decisions on specific programs, budgets, types of personnel and qualified new employees. Political, economic, technical, human relations information is needed to guide national policy decisions. Similar information is needed for financial and business decisions.

To which of these should a university give attention as it responds to these international challenges? What are the core areas which should be given emphasis? Different answers are likely to be given at various universities, according to their own traditions and competencies and the degree to which they wish to become involved in studying the relations between nations and cultures. Any substantial involvement, however, must take account of several areas of special concern to the United States and to higher education.

Effective response to the international challenges requires action at many different levels of the American society. Intelligent decisions on international matters depend upon the knowledge, attitudes, and communication skills of those involved in the decision-making, and upon the knowledge, attitudes, and communication skills of those who influence the decision-makers. Preparation for either of those roles can and should begin early. This implies responsibilities at all levels of education, from elementary through advanced college and adult education programs.

Each university seeks to define those areas and approaches in which particular effort would be most appropriate and productive. As Michigan State seeks to define areas of emphasis, a dual criteria is used. These areas of basic concern are desirable in the sense that they are important to the society and, at the same time, are areas in which the university has already a demonstrated competence or particular interest. The substantive areas and processes, of course, are conceived in the context of international education developed in Chapter I. Substantive areas include: (1) International Aspects of Economics and Business; (2) International Politics; and (3) Science, Technology and Cultural Change. Educational processes to which attention is directed are: (1) Education and Social Change; (2) International Communications (broadly defined); (3) Technical Assistance; and (4) Scientific and Cultural Exchange.

The Setting of International Economics and Business

The United States, as a nation of abundance, bears a heavy and conspicuous responsibility in the state of the world today, more than ever before. This role is not one of our choice. It has been thrust forward by a combination of circumstances. Three interrelated issues command major attention: (1) The world wide concern with development; (2) the disintegration of the multilateral systems of trade and finance; and (3) the Communist competition in development and trade (as part of the total challenge).

One aspect of the swift turn of events on the international scene is the transformation on a vast scale of colonial peoples into independent nations. The transition from colonial to national economy is by no means a smooth one and has proceeded with varying speed and success in different countries. The great majority of people continue to live in extreme poverty -- a condition which, taken for granted for centuries, now is a matter of primary concern in the nationalism of newly independent countries. The remarkable upsurge of hope and determination upon independence is turning to frustration, even though governments strive to provide a higher standard of living through economic development.

Despite previous and current efforts, relatively little is known about how to "engineer" economic development. The experiences of the richer countries are being combed carefully. Case studies drawing on the experiences in the less developed countries need to be made and correlated with other experiences. Studies of parts of an economy are needed. The growth and development of Michigan as an industrial state came during a period when much data was available on urban growth, rural changes, and their interrelationships.

Both total and partial studies and comparisons with the British, Japanese, Indian, Soviet Union and other experiences may verify or suggest new operational hypotheses.[1]

Moreover, the role of agriculture in a developing economy is far from clear. A land-grant college brings to the problem of development the unique assets of scientific knowledge in technical agriculture and extensive experiences in the application of social science to the problems of rural society. Using this knowledge in studying growth in largely rural societies can help clarify the priority to be given agriculture in development plans.

In most of the currently underdeveloped countries, there is the perennial threat of population growth outstripping the gains in productivity. An achievement of higher national income does not guarantee that the per capita income will improve. In fact, some countries such as India may face the paradoxical result of a lower standard of living despite some increase in income. To help these people to achieve their goal, the assistance, financial and technical, must not only be timely but at least commensurate in scope with their minimum needs.

The trade problems confronting the industrialized countries during the post-war period have been no less challenging than those of the underdeveloped countries. Externally, they have lost some assured sources of supply for fuel and raw materials and access on reasonable terms to many of their former foreign markets. Internally, labor has increasingly asserted a right to more job security and higher wage rates often not proportionately commensurate with the rise of productivity. The same economic events now loom more prominently for the United States. Taken together, these forces have greatly impaired the

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[1] Simon Kuznets, Items, Social Science Research Council, vol. 13, no. 2, New York, June, 1959.

ability of industrialized nations to export goods and services in exchange for necessary imports to support their accustomed standard of living, or to supply capital to the underdeveloped countries on a significant scale. The deficit in the balance of payments has been met by timely U.S. loans and economic assistance, but the integrated global system of trade and finance has suffered a set-back.

Experience has clearly demonstrated that fluctuations in the volume of trade, capital investment, and tourist traffic affect both the level of American and European business activity and the well-being of other areas. Wide price fluctuations strongly influence incomes, sales to and operations in those nations heavily dependent upon exports. Many of these are the underdeveloped countries who are striving desperately for development. Variations in exports and export prices bring difficult and serious problems. As export nations attempt to protect their people from the worst of these impacts, they are forced to choose between world market enforced alternations of poverty and plenty and programs of economic self-sufficiency with low but stable incomes.

The multi-lateral trade system is a corner stone on which rests the cohesion of the free world. It encourages the association of all nations working together in the common interest. Any delay in restoring or revitalizing the system leads to the adoption of economic self-sufficiency on the part of many countries in the free world, thus further weakening an interdependent world economy as well as the collective defense against the Soviet economic and political offensive. It is clear that the earlier the United States begins, the greater will be the chances of success. Once the nations, out of self-protection or desperation, have committed themselves to measures designed for self-sufficiency, the process might become irreversible.

The size and weight of the American economy makes it a powerful influence in the world market. Imaginative ideas are needed on how to prevent minor price fluctuations from telescoping into major crises for single product supplying countries or areas. Both the internal and external economic policy of the United States need to be conducted in a framework of intimate and inevitable interrelatedness.

Nowhere is this more true than in agricultural trade policies. The methods of sale by which some $1.5 billion of surplus farm products are poured on the world market impose further difficulties on the producers of competing goods. Michigan State's agricultural economists need to increase their efforts in analyzing the implications of such programs.

Whatever hope may have existed in the immediate post-war years for restoring the pre-war system of a world economic structure, has been laid to rest by the world-wide communist movement. The structure was deteriorating of its own, but Soviet political and military aggression provided the "coup de grace."

Shortly after World War II, it was believed that the U.S. problem was largely a race to match Soviet military strength. As time has passed, it has become increasingly clear that the scope of the race is much broader and largely ideological in nature. It is a competition for the commitment of the unpledged part of the world; a contest of the merits of the capitalistic versus the communistic economic systems; a democratic versus totalitarian way of life. In short, the very foundation of our heritage and the whole of Western civilization has been put on trial in this contest. While many of the people in the underdeveloped countries may be opposed to communist political institutions, they are frequently impressed by Soviet industrial growth and technical achievement. Taking advantage of this attitude, the Soviet bloc

employs both trade and aid programs as principal weapons of economic penetration and spearheads of political domination. Up to the present moment, the effectiveness of the Soviet offensive is due not so much to their policy as to the lack of a sound and stable economic structure for a free world. The problem is of as much concern to us as to the underdeveloped countries.

The restrictive features of the Western trade policy in general and the U.S. policy in particular, plus the instability in our economic system, keep many underdeveloped countries from disposing of their principal exports of raw materials in the traditional markets at prices they consider satisfactory. Such problems, of course, give the Soviet Union an excellent opportunity to exploit trade relations as tools of diplomacy. On the other hand, if some of the underdeveloped countries were more realistic in setting their goals and more vigorous in pursuing their development plans and economic reforms, some of the sharp questioning of our economic interrelationships would not be warranted.

More specifically, the United States is a major exporter of a wide range of agricultural and industrial commodities. Firms producing these goods are affected directly by the size, strength, and nature of the access to overseas markets. They are concerned with overseas markets partly to maintain existing sales, partly to avoid embarrassing inventories, and partly as a means of expanding output for lower average costs. The nation is more dependent upon imported raw material. Many industries are interested in a smooth flow of incoming materials for the continuing domestic production and distribution of many products. The enlightened self-interest of the United States requires efficient production in other areas.

Even more importantly for the long run, it leads to a concern with the living conditions, talents, and capabilities of workers and producers; their

levels of living and desires as consumers; and the social and political structures within which they live.

Many sectors of American business are substantially involved in production and distribution abroad; many of these products are either imported or exported by the American economy. The personal involvement of American business provides a need for personnel able to train and supervise foreign nationals. An understanding of the comparative business procedures, the functioning of management in another culture, and the way in which development provides new opportunities at home and abroad, need to be given attention. There is great urgency in meeting the economic challenges.

In the ideological battle for minds, institutions of higher learning are well fitted to provide certain of the necessary leadership qualities. Scholars in universities are better able to maintain the sense of detached objectivity necessary to a cool-headed and balanced perspective of the problem. They are in the best position to probe deeply and reflectively. Furthermore, solutions to most, if not all, of these economic problems are devoid of obvious precedents and require a reorientation of our thinking. A sustained program of research probing into uncharted areas of knowledge to gain deeper insight is necessary. Many such projects must be long-range ones. New minds should be constantly recruited to maintain freshness in approach and vitality. The universities, at the same time, must develop a far greater sense of urgency and commitment to the challenge confronting us all.

International Aspects of Politics

In its broadest sense, international politics involves the whole sum of internal and international relationships, as they combine to form a changing pattern of policies, programs, and administration. The geneticist creating a higher yielding drouth resistent wheat, the local religious leader

urging the villagers to trust in God rather than in insecticides, the writer of Das Kapital pouring over a manuscript in the British Museum, the designer and engineer who create new products to tempt man's fancy, or the local party worker who uses foreign symbols to excite a crowd, all influence the course of international policies just as surely as do the presidents, foreign ministers, and their numerous secretariats. While recognizing this broad problem, more specific analysis must be forthcoming.

It is necessary to clearly identify significant factors, to study the strategic organizations and institutions through which these factors focus, as well as those aspects of the environment which facilitate and control political forces. Moreover, though all participate in some degree and all are affected in some degree in international political events, individuals and groups seek ways in which they may influence or limit seemingly impersonal and overwhelming political forces.

National development policies permeate all international political relations. A major political phenomena of our times are the efforts to develop and accelerate growth and change in the poor countries of the world. This has relevance both to those striving to develop and to those providing assistance. Within this framework, several problems stand out -- old problems, but ones which are strikingly important today.

One of the crucial problems of any government is that of controlling a tendency to make many internationally relevant decisions on the basis of internal political situations. At least the internal definition of the problem may be given far greater weight than its external implications. The necessity for the development of an increased awareness of America's international responsibilities has been discussed earlier, particularly as it affects future citizens. This, however, is not enough. Precise information and intelligent

analyses must be increasingly available to a broadening group of interested citizens, if the formulation and implementation of foreign policies is to have relevance and support in the American society. Research leading to solid understanding of the international imports of domestic policies and of the domestic effects of international programs is essential if the decision-makers are to choose wisely among alternatives. Clear examples of this problem are the subsidized farm exports, the unwillingness to reduce tariffs and encourage imports, the Buy American policy, or the requirement that at least half of government exports go in American shipping.

More complex problems requiring more knowledge are represented by the efforts in developmental assistance and administration. Since 1947-48, with the establishment of the Marshall Plan and the Point Four Program, an immense amount of economic and technical assistance work has been carried on by the United States Government, by universities, and by various private organizations. This work has created a large volume of raw data on assistance programs and their impact upon the societies in which they operate. There are government documents (published and unpublished), plans, projects, and private studies on the operations of projects. There are reams of records made by Congressional investigating committees, survey teams, and private citizens acting as advisors, journalists, and critics. There are some studies as to the changes that these programs have brought about in different countries. Both the private and the official personnel of foreign nations have added voluminous suggestions and criticisms.

This raw data has never been assembled and used as it must be if we are to benefit fully from this experience. As yet, there has been no integrated effort to measure the impact of these many programs upon societies organized in different ways or upon societies in different stages of economic and political

development. Until such evaluation is available from several of the social sciences, neither the recipient countries nor our own country can effectively evaluate these programs. Isolated scholars and technicians have, indeed, published studies on scattered aspects of development, but the planners, the administrators, the technicians involved have but a small fund of social science research upon which to base their activities. The technicians sent abroad today have not always profited from the knowledge gained by their predecessors. The theories of social and cultural change underlying the programs have not been tested against the empirical data now available. There is but one learned journal providing scholarly and scientific studies in this field. There are few textbooks of value and fewer practical guides for the specialists in the field. This is true despite the fact that national effort in underdeveloped areas comprises one of the most vital aspects of international relations.

The process of development implies a substantial change in the internal organization of a society. Some individuals will adopt new technology, start new businesses behind a tariff wall in a newly independent nation, and accumulate capital and prestige. Others will see their special political position -- often stemming from land ownership -- threatened by the new society which is developing. Still others have had their aspirations raised by spasmodic communication with the West or with well-to-do groups within their society and are frustrated by their inability to move very far towards fulfilling these aspirations.

An analysis of the changes in political behavior (both national and international) that is associated with changes in the economic and social structure, would provide much insight into the probable political trends. Such developments create new political forces, stimulate new political groups and lead to different distributions of influence and power. The nature and

forms of such groups and the strength of their leaders will vary with the complex of external and internal relationships. New, independent nations are building structures for development administration, for normal governmental operations, and structuring relationships with the outside world. These forces need to be understood if western assistance is to attain its objectives.

This focuses attention on another crucial problem in international politics. Day-by-day decisions are made against a two-fold background -- one consisting of recent events relating to the problem and geographical area in question and buttressed by position papers and so on, and the other consisting of a knowledge of the history and traditions which decision-makers were able to absorb as university students or in later reading. Too few analyses are available which focus on the middle range trends in political forces. These trends, properly utilized, can insure that today's crises are resolved in such a way that tomorrow's problems are less acute.

Out of all these cross currents are developing new political relationships, new associations of political forces, new definitions of political goals, and new patterns of public administration. There is no university giving integrated attention to the study of the political processes set in motion by the revolution in technology, the politics of development, and in the positive efforts being made to disseminate technical information. It is likely that the effects will vary with the present status, structure, and culture of the society under consideration. Moreover, the political concepts of western societies are viewed differently and function differently in less developed societies with lower average levels of education and with a different structure of society. The complex of political and social values held by the elite may be more similar to those of the western society in which they were educated than to those of the nation in which they live.

The university's contribution to the understanding of international politics is of a three-fold nature. First, the university faculties provide a variety of scholars and disciplines which can contribute knowledge about these trends and on-coming problems. Second, they can provide to students an improved knowledge of international affairs as part of a liberal education, as well as special graduate training for future specialists. Third, they can make available background information for interested citizens to aid in the development of community understanding of international politics and problems. Each of these functions contributes importantly to making it possible to consider United States' domestic and international policy decisions in a properly interrelated framework. When the specialists and a group of interested citizens have real knowledge of the problems, when a significant part of the society realizes the importance of properly relating domestic and foreign policy objectives, then it is possible to specify goals of policy and implement them effectively.

Science, Technology and Cultural Change

Pure science is conceived as having universal applications and knowing no political boundaries. This argues for a free exchange of ideas and information. Still, the vast outpourings of new scientific findings in an increasing number of languages pose serious challenges in keeping abreast with developments. Hence, there is an interest in encouraging the increasing numbers of abstracting and translating services, the unimpeded flow of scientific literature among countries, and increased opportunities for international conferences of scientists. It underscores a need for greater language study in a wider range of tongues.

Less well recognized is the importance of knowing the administrative framework within which scientific work is carried on in other countries. The pattern of responsibilities, the working relationships, the administrative processes, the rewards for scientific excellence, the facilities and equipment available and the role of scientists in other societies are subjects with which American scientists and technologists need to be familiar. Such conceptions enable them to develop a more balanced evaluation of the contributions of scientists in other nations. Such information also needs to be provided to the administrators of universities and scientific institutions. With competitive advances in science and technology playing a prominent role in the world scene, the participants in the struggle need to know more about the capacities, potentials, and limitations of their counterparts.

These considerations apply not only with respect to the Soviet Union; they also apply in the less developed countries. In these countries technological innovations are a major weapon in the struggle for development. Many people in science and technology have been and are likely to be drawn into overseas assignments. This emphasizes the need for educational efforts directed at present and future scientists, engineers, and technicians to help them understand the economic, political, and social implications of their work and to be sensitive to the problems of working in another culture. They need to understand the administrative, communicative, and institutional arrangements which can facilitate or limit the contribution of an outside consultant. This rapid spread of science and technology around the world raises new concerns for the interrelationships of science and society and of the social responsibilities of the scientist.

Other problems are posed by this vast expansion in technology. To use this knowledge productively for the benefit of mankind is a major problem of

our times. Within the United States, the free movement from place to place, the development of suburbia, the rapid communication of ideas and information, the competitive race among producers to ramin technologically competent, all are important internal problems. Their international impact is even more striking. Societies are striving to move rapidly over a road traversed by other societies in a generation or more. American scientists need to appreciate the nature and implications of this process.

Closely associated with the rapid advance in science are a series of changes in cultural patterns. Many of these stem from new technical knowledge which shifts occupational patterns, speeds up the communication of commodities and ideas, and lowers the death rate. As tribal organizations give way to national states, as subsistence agricultural societies increase their commercial orientation, as agricultural societies industrialize, the new processes and opportunities conflict with traditional patterns. Some individuals grasp for the new opportunities available, while others reject them as out of keeping with cultural values. To understand these changes, to help guide them in desirable directions, and to forecast the social stresses of the future is essential if the programs of the U.S. and the western world are to gain the objectives envisaged for them.

For the United States as well, there are many interrelations of actual and potential importance. In the past, many cultures have been receptive to, stimulated, and invigorated by reciprocal borrowing between cultural areas. At other times, cultures have been rigid and resistant to outside impacts. The melting pot of cultures which was America constituted a source of strength to make the culture vigorous and dynamic. Today, the influx of immigrants is but a trickle. The educational system now faces a challenge to provide new ingredients which will stimulate the American culture in new directions, keeping it from growing rigid and stagnant.

Educational Processes Requiring Attention

Education as an agent of Social Change: At all levels, education is challenged to prepare people to live in a greatly expanding and constantly changing world. Educators assume this task with limited knowledge of the kinds of educational programs that are effective in creating the necessary changes. More important perhaps, is the concept -- held in the United States and in many other societies -- that education is the process most likely to create the fundamental and lasting social changes necessary for a better world. It is commonly assumed that our domestic and international education programs will achieve such goals; but, there is little evidence for such optimism. Education is not the only institution called upon to initiate social change. Still, the power of education is thought to be very great. Therefore, it is important to study in a systematic and concerted fashion how education can function as an agent of social change -- under what circumstances, and with respect to what aspects of society it can be most influential.

Attention needs to be directed to these issues at both the domestic and at the international level. Internally, the concern centers on the processes and materials which are needed to prepare people to live in a society with increasing international responsibilities -- and an evaluation of alternative means of providing this dimension to education. It also is concerned with the training of a significant fraction who will work abroad for a part of their lifetime. Internationally, more concern centers on changing and developing educational programs which more fully fill the needs of the local society for people capable of participating and contributing in resolving their basic problems. The roles of the teacher and the educational institution need to be understood. Ways of embracing their effectiveness need to be developed. America's interest in development programs makes it evident that these also are of vital concern to the United States.

This suggests a program designed to advance and test basic theories of education and social change, and to evaluate those aspects of educational programs that are relevant to the function of education in social and behavioral change. Another important area of educational research concern relates to the problems of foreign language instruction and learning.

International Communications

The concept of international communications is defined rather broadly. It includes the problems stemming from the revolution in mass communication. It involves the process and effects of the international diffusion of technology. It is concerned with the training of individuals who are to operate in cross-cultural situations. And by its very nature, international communications must be concerned with languages and linguistics and the different symbols which words create in different languages and cultures.

International communications is more than a new name for an old phenomenon. It is the name of a scientific discipline striving to establish itself since World War II. Like most other scientific disciplines, its subject matter is infinitely older than it is. Also like other disciplines, parts of its field may be found in existing work in other areas of specialization. Like some other scientific fields, its subject matter is of strategic importance in the world of today.

Today, it is no idle figure of speech to speak as Isaacs does of the "Swollen channels of communication that now fill every man's world with sight and sound."[1] Or as Lerner does of the inevitable advance from oral communications systems to mass media systems within once backward cultural groups.[2]

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1 Harold R. Isaacs, Scratches on Our Minds, John Day Company, New York, 1958.

2 Daniel Lerner, "Communication Systems and Social Systems: A Statistical Exploration in History and Policy", Behavioral Science, Vol. 2, No. 4, October, 1957, pp. 266-275.

The kind of nearly instantaneous transmission of information which the Western world has enjoyed for several decades is becoming available to the Arabs of the Levant, the coolies of Sinkiang, the herdsmen of Togoland, and hillmen of Nepal. To be sure, this communications revolution is far from complete. There remain villagers 50 miles from great cities in India who do not know who Nehru is (and even Americans equally ignorant). The point is rather that the billions of persons of the world -- not just the few millions of learned, in a few advanced nations -- are being linked up to communication systems which can command their attention and "inform" them in at least a superficial sense.

Another aspect of the communications revolution (now in the transportation sense) is that the means of mobility for human beings are being tremendously expanded. Nations once isolated are being linked up not only by international mass communication systems, but through thousands of persons who physically visit back and forth, learning, talking, and transmitting consciously and unconsciously, their own cultures and knowledges to others. As such world travel grows -- by government officials, military personnel, business and industry, leaders of international organizations, in the professions, sciences, and religion, and just plain tourists -- new opportunities for international communication arise. These "cross-cultural sojourners" operate directly and indirectly as channels, from their cultures as communicators and to host cultures as receivers.

Further underscoring the points made here is the rapid technological development in fields other than communication. The farmer, workman, clerk, business executive and public administrator must not only know the new technologies but must know how -- he must adapt, modify, and organize to use them.

The communication process is complex, the variables many, and the interactions of orders possibly beyond the ability to conceptualize or identify. But the very commonplaceness of communication (it is sometimes defined as the

making of something common between two or more individuals) is encouraging. The rather obvious observation is that many communication events produce effects which bear some resemblance to the effects intended by the initiator of the message. Painstaking analysis of events of success and of failure should reveal differences other than in the outcome. And as these are discovered, they can be applied to the day-by-day, urgent problems of international communication.

The internationally oriented university needs to learn more about the communication process, the differences in the modes of communication. It needs to teach its students about them and to use its knowledge of them to better its own international communication.

Universities and Technical Assistance Programs. A striking development in the international dimensions of University operations since 1950 has been the proliferation of the activities called technical assistance. Technical assistance is the transfer and adaptation of knowledge and skills to another society as a means of improving the competence of that society in raising the economic, political, social, and cultural levels of its life. It emphasizes the contributions of persons in contrast to financial and economic aid, though the latter may be subsumed in technical assistance as a means of effecting the transfer and adaptation of knowledge. Though largely directed to underdeveloped countries where knowledge and skills are most absent and where outside assistance is most needed, technical assistance may flow to advanced countries as well. It is an aspect of the sharing of human knowledge.

But technical assistance is carried out in a world which is politically divided. Since most technical assistance involves government support, it respects political divisions, and since it serves important mutual objectives of the American Government and of the host governments, it claims a high priority among American activities in the Cold War.

Thus understood, the participation of American academic institutions in technical assistance activities is very great, whether those activities are called technical assistance or by some other name. During the 1957-58 academic year, 184 American universities, located in 41 states, were engaged in 382 programs involving around 7000 American personnel. Many of these programs involved technical assistance in one form or another with special emphasis on the development of educational and related institutions.

A major impetus to university involvement in technical assistance has been contracts by the U.S. International Cooperation Administration to supplement direct governmental overseas activities.

If technical assistance contracts have benefited American governmental policy, they have also benefited the universities and host countries involved. The recipient governments have gained the services of highly educated advisors and teachers. The universities have gained in being able to provide a rich experience to their faculties. Academic staffs have had the opportunity to apply theoretical learning to practical situations; they have engaged in the stimulating business of transferring and adapting their knowledge to cultural conditions different from their own; through teaching and research, they have engaged in that community of scholarship which is world-wide; they have assisted in the development of special library collections at their home campuses; and they have returned to their campus duties, with a broadened and more meaningful understanding of their discipline. Furthermore, technical assistance programs offer participating faculty opportunities for research which are frequently unavailable to individual scholars, and these programs can place facilities and relationships at the service of individual scholars desiring to conduct research in overseas areas.

Technical assistance may also be carried out through foundation grants, through other private organizations, and in other ways. However administered, American higher education is deeply immersed in technical assistance activities and will continue to be so involved in the foreseeable future. Technical assistance is a new educational form, and it offers opportunities for a wide range of experimentation and particularly for Michigan State University in view of its large-scale commitment.

International Scientific and Cultural Exchange. Scientific and cultural exchange has been an important characteristic of the interaction between communities for centuries. The impacts of the Greeks upon the Romans is well-known to most citizens of the Western world. In the early (but not the later) stages of the rise of Arab civilization, organized effort was given to systematic borrowing from other societies and cultures. Similarly, the Chinese and Mogul civilizations gave particular emphasis to the scholar and the interrelations between cultures. Reference has already been made to the blending of cultures which figures prominently in the 19th Center American history.

The tremendous advances in science and the development of professional specialization is largely a characteristic of the last one hundred years. The support given to scientific research, to university scholars, and the vast increase in the number of people devoting a major part of their effort to scholarly and professional activity is a prominent characteristic of the Twentieth Century. Increasingly, other societies in Asia, Africa, and Latin America are giving similar priorities to encourage the accumulation of technical information. In fact, the leadership groups are avid to borrow and adopt certain desired technologies to their own purposes, though preferably without accepting many of the associated social and cultural characteristics.

During the last decade, there has been a great increase in the international exchange of students and scholars. Each year over 40,000 foreign students are studying in American colleges and universities. Additional thousands of more mature people come to exchange views and bring themselves up to date on the latest developments in their professional fields. Many of these groups require courses and training programs which simultaneously extend the limits of the traditional university curriculum and re-emphasize certain parts of it, such as the understanding of the nature of American society. Fulbright scholarships, Smith-Mundt awards, travel grants from foundations, and other programs take many American scholars abroad each year for educational purposes. How well have these been implemented? How can universities and the scholarly community build on these programs? Can they be organized so as to systematically build scientific competence within the university faculties? There are no substitutes for the opportunities to discuss research findings and promising new hypotheses which come from personal contact and intimate working relationships with other scholars.

Problems posed in scientific and culture exchange over-lap with the other crucial areas outlined above. They are of particular importance to a university dedicated to the pursuit of learning, which of itself knows no national, racial, or religious boundaries. The growing interdependence of peoples, and the increasing body of knowledge necessary to the well being of those peoples, produces today a consequent necessity to insure that this function is properly recognized and fully exercised in all universities. At the same time, exchange programs which permit a systematic building of competencies both in the U.S. and in cooperating institutions abroad, offer prospects which are not available under annual arrangements.

CHAPTER III

RECOMMENDATIONS DIRECTLY AFFECTING TEACHING PROGRAMS

Building an education program more consistent with the international challenges of today and tomorrow involves the whole fabric of the university. It includes the teachers, the curriculum, the environment, the student at whatever level, the off-campus programs and especially the research opportunities which enhance the faculty's competence and draw their interests. The university seeking an orientation appropriate to today's international challenges must deal with all these levels; activity in one area can support and reinforce the others. With full recognition of this, attention is turned first to the teaching program.

It is realized that the vast majority of the students training at Michigan State University are majoring in the sciences, engineering, business and public service, agriculture, and education. While this emphasis will continue, many students will be interested professionally in some phase of international affairs in association with their specialty. Though increasing in numbers, it is not expected that the University will attract any large number of undergraduate students whose profession will be the Foreign Service. A substantial group with clear-cut career objectives in overseas service are more likely to come through special programs at the graduate level. In this framework then the usually prescribed remedies -- the addition of courses, the establishment of area programs, and the support of foreign projects -- are by themselves inadequate. Instead, it is concluded that the major task facing the University is that of adding a significant international dimension* to the more specialized training which is the goal of the majority of our undergraduate and graduate students, while at the same time strengthening rather than weakening

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* That is, to build an international perspective into the normal on-going activities of the university.

the specialized education they are receiving. The objective is to formulate a set of principles which, if seriously pursued and carried out, would materially alter the fashion in which the university seeks to educate.

The university curriculum is understood to include all the educational experiences within the reasonable control of the university. It thus includes both the formal required and elective courses which students take and the informal or outside-the-classroom activities -- the so-called second curriculum -- which may either contradict or reinforce and supplement what is done in the classroom. Moreover, the general cultural climate of the United States conditions the amount and character of popular concern with the interrelations of the United States with the rest of the world. Universities can have an important long time impact here through their students and a more immediate effect through adult education and other programs. Still the attitudes of parents, news media, and leading citizens set limits on what may be accomplished. In short, there is an inevitable interrelatedness among what is done in the classroom, the total university campus, and the society at large.

The provision of a greater international dimension to the educational experiences of undergraduate students is discussed under six general headings. It is believed that these are the major and strategic items to be considered at Michigan State. The major recommendations follow. First, an international dimension early in the students' programs will stimulate interest, provide a base for later programs, and insure that all students are "exposed" to some considerations of other cultures. Second, a stimulation to an understanding of other cultures will come if all students graduating from the university know one culture well. Third, the expansion of comparative courses, or the introduction of comparative materials in existing courses in technical subjects in strategic departments and disciplines will provide valuable substantive material.

Fourth, the study of languages will provide a tool for the accumulation of ideas and knowledge. Fifth, ways to strengthen the international approach in non-academic experiences and to stimulate the students to take advantage of the opportunities which now exist are an essential part of the curriculum. Finally, some special comments are made with respect to graduate students.

An International Dimension Early

It is perfectly clear that universities are engaged in general education. Nearly all have courses and programs for the purpose of broadening the educational base of the student whose interests lie in some technical or specialized field. They reflect the conviction that it is necessary to equip every student with the knowledge and skills necessary to discharge his role as a citizen. While the basic motive for learning is provided by learning itself, at the same time the value of learning lies in its necessity for the conduct of human affairs.

The problem is well posed in the following excerpts from The Pursuit of Excellence.*

"The trend toward specialization has created among other things an extraordinary demand for gifted generalists -- men with enough intellectual and technical competence to deal with the specialists and enough breadth to play more versatile roles -- whether as managers, teachers, interpreters, or critics. Such individuals will be drawn increasingly from the ranks of those whose education and experience have included both depth and breadth -- who have specialized but have not allowed themselves to become imprisoned in their specialty.

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* The Pursuit of Excellence: Education and the Future of America, Panel Report V of the Special Studies Project, Rockefeller Brothers Fund, Garden City, N.Y.; Doubleday and Co., 1958, p. 11.

" --- Not only must we have wise leadership in all areas of our national life, cultural as well as political, ethical as well as technological; not only must we have competent people in a wide range of key professions: but underlying it all we must also have an informed citizenry. Among the tasks which have increased most frighteningly in complexity is the task of the ordinary citizen who wishes to discharge his civic responsibilities intelligently."

It would appear unwise to attempt to alter greatly the structure of the offerings to accomodate a special series of required international courses for all students. Rather, considerable attention may be given to ways in which material relating to international problems might be infused within the existing course structures. If this concept can be more adequately implemented, it will provide a fuller international perspective early in the program of university students. It will provide an opportunity for adding work on the international aspects of technical subjects in individual colleges and subject-matter departments. The specialized departments have both a general education function and a training of scholars and technicians function. These dual objectives may be expressed either as special service courses for students in other departments, or as a second objective in courses which are designed primarily to contribute to the training of specialists.

In the making of the curriculum and the organization of courses, the competition for inclusion of particular problems, concepts, principles and subject-matter is a difficult and complex matter. The decisions as to what to include and exclude are especially important when the courses are required of all students in the university. Obviously, such decisions are affected by the experiences of the responsible faculty and by the problems impinging upon the American society during and preceding the period in which revisions are

being made. Moreover, these are a discontinuous but on-going process, so that course organizations consummated in 1950 are different from those made in 1944 and will be subject to modification in 1959 or 1960. It is possible and desirable to inquire seriously into ways and means by which a consciousness of the interrelationships between the American society and that of the rest of the world can be more fully effectuated in university offerings to in-coming students. At the same time, integrative and coordinate structuring will be necessary in the upper school courses so as to make such changes effective. It is only as this is done that an early international dimension becomes truly effective in the total curriculum -- and makes its contribution to the training of people able to take a general view.

A Framework for Cultural Understanding

The undergraduate training for students interested in international affairs as a profession raises a wide variety of questions. It involves the appropriateness of interdisciplinary programs focused on geographical areas. It asks whether students who will be professionally employed in overseas or at-home international programs can be identified at this stage in their life cycle. It raises questions on whether a thorough knowledge of the American culture, or of a given foreign culture, or some combination of both is more appropriate. It requires a judgment as to the extent to which a university can expect to bring about a complete understanding of any single foreign area. Moreover, if those who are to work abroad are to some extent randomly distributed among the student population, it raises the question of the amount and kind of insight into the cultural history of mankind which all students should have, including an acquaintance with the contributions of various non-western civilizations to our own culture.

In discussing the usefulness of such training, it was pointed out repeatedly by U.S. Government officials that resort to a geographical area concentration as a basis for a degree was in some fashion a measure of our lack of knowledge of a given area and its culture. After all, while degrees in Russian or East Asian studies have been fairly common, what universities grant degrees in British or Western European studies? It was suggested that persons preparing for professional involvement in international affairs would be better prepared if they were well equipped with the analytical tools of any of several social science disciplines than if they simply possessed detailed knowledge of a specific area obtained at the expense of such tools. This, of course, does not mean that knowledge of a foreign area is not of value; it is rather a question of emphasis in the curriculum: one's base should be firmly established in a recognized discipline instead of floating in an intercultural limbo. Area studies should, by this token, be conducted from within the framework of the subject-matter disciplines.

Many people now involved in business, government, or other careers overseas did not expect to be so involved; nor did their academic programs beyond their technical fields provide material assistance in preparing them for this work.* This may in part be due to the substantial expansion in the job opportunities available to Americans and the necessity for recruiting widely. However, in a major degree it appears to be due to the nature of the programs and operations which take many individuals overseas for a part of their careers. As John Masland suggests: "It is normal in American life for an individual to change his basic line of work somewhere around middle age: lawyers become corporation executives, academic people go into administrative work, business

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* John Masland, "Education for Overseasmanship", in The Art of Overseasmanship, edited by Harlan Cleveland, Syracuse University Press, 1957, pp. 129-134.

men go into politics. With the exception of the Foreign Service and certain voluntary agencies, the pattern for overseas service is the same. Few people plan their education with the expectation of embarking immediately upon a career abroad."* Consequently, both as citizens and as potential overseas employees, it is desirable that all college graduates have a framework for cultural understanding -- to realize and to see into the internal logic of another culture. The specific ways of attaining this objective involve detailed curriculum and course planning; suffice it to say that comparisons with another culture frequently enable one to better understand his own culture. Moreover, many consultants emphasized that it is vital that Americans working abroad know and understand their own cultural characteristics and heritage.

This poses the difficult problem of course and curriculum building -- a technical field in which the student can find a job and make a living, a general education approach so that he understands the society of which he is a part and an active citizen, and some insights into other cultures so that his work, travel, or consideration of international problems is enlightened. The situation, however, is not as hopeless as it appears since the second and third objectives are complementary to a considerable extent. The objective is not a student who is a trained physicist or engineer, with a comprehensive knowledge of American culture and an understanding of Latin American or Indian cultural attitudes and historical patterns. Rather, it is a trained technician who knows in a meaningful way some of the major components of American culture, is sensitive to cultural differences, and has a curiosity to probe further as the need arises and opportunities develop. Such a man will be a better citizen and a better professional, even if he never goes abroad.

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* Ibid, John Mosland, p. 130.

Expansion of Upper School Courses

As indicated above, a major purpose for an early international dimension in the student's program is to provide a base for upper school courses. The next task then is to provide a limited number of offerings which are attractive and provide international perspectives for majors in the several disciplines. As indicated earlier, a substantial part of Michigan State's efforts must be devoted to providing an international dimension to the curricular experiences of the student seeking technical training. The following recommendation is made.

Introduce a truly international dimension into courses in subject matter areas or disciplines (in addition to relevant departments of the Basic College) in which this is feasible. Specifically, it is suggested that departments consider the use of one or more of the following devices for increasing the international and intercultural content of their curricula:

1. Provide courses which focus on regional intellectual interests. There are such courses in several of the Humanities and Social Sciences (Political Science, Economics, History, Art, and Literature) which deal functionally with particular areas. There is a need for more complete and intensive analytical coverage of crucial or potentially crucial areas of the world. Furthermore, there is room for expansion of such offerings in departments not presently involved in such areas; and there are untapped possibilities for the introduction of an international dimension into the curriculum of our technical offerings: Business Administration, Agriculture, Engineering.

2. "Comparative Studies." Give consideration to the possibility of expanding comparative studies in additional departments of the university,

such as those now offered with considerable success in Political Science, Economics, Religion, Literature and Education. This vehicle provides an opportunity not only to introduce international or intercultural content into present curricula, but also it can simultaneously introduce fundamental principles of basic disciplines and illustrate the extent to which principles are transitive or intransitive.

3. The introduction of international and/or cross-cultural content into existing courses, whether subject-matter or functional, may be appropriate.

4. A college-wide review of elective courses will provide opportunities to encourage those students whose major and minor programs do not now include material relating to international affairs, to elect courses that will expand their horizons.

5. Courses especially designed for science majors which will provide them with an understanding of the role of science in other countries, the nature of the organizations conducting research, and with an understanding of the reciprocating relationship of science, government and international affairs.

Many departments already do have a significant number of courses which deal with the history, politics, literature, economics or other attributes of foreign areas, or deal with the interrelationships of several regions within the United States. While these course patterns should be periodically reviewed, and certain areas such as Africa and Southeast Asia warrant fuller development, still the major emphasis will lie on efforts to make these courses more significant. This implies stimulating student interest, improving the qualifications of the faculty teaching such courses, increasing library holdings of relevant materials, and giving greater emphasis to language training programs. Such courses do not meet the totality of the challenges to under-

standing of the interrelationships between cultures. They do not provide for a broader distribution of understanding of the interrelations particularly appropriate to institution building abroad, to the better interpretation of significant scientific advances, and a framework into which the significance of these developments may be related.

This emphasis is intended to enable regional specialists to relate their findings to the whole of American society and to have a broader and more sophisticated audience. The teachers who will offer the courses in comparative studies or cross-cultural interrelations will require a considerable insight into the functioning of several cultures, if their courses are to be stimulating and meaningful. The work of specialists in these areas and subjects at Michigan State (and of similar people at other institutions) is a necessary safeguard to insure that the more detailed materials remain relevant and accurate.

Greater Emphasis on Foreign Languages

Considering the major international political and scientific developments of the past year, it is almost platitudinous to point out that the United States is woefully lacking in persons proficient in foreign languages. It is unnecessary to look farther than our own academic ranks and those of our students for evidence of historic provincialism. The U.S. Office of Education underscored this deficiency in a recent report noting that six months after it had obtained some thirty textbooks used in mathematics and science courses in Soviet elementary and secondary schools, those books were still largely unevaluated "because the Office has been unable to find persons with dual competence in Russian and in the subject-matter to make comparisons from partial translations with American school texts."

Increasing number of linguists are badly needed as:

1. Foreign language teachers,

2. Scholarly researchers and specialists in the teaching of international relations, comparative government, and other social sciences,

3. Representatives of American business firms, journalistic enterprises, and religious groups intending to work abroad, and

4. Personnel of U.S. Government Agencies in the fields of economic and technical assistance, diplomacy, and international information programs.

In many respects the first of these groups is the most important, for without an adequate supply of competent language teachers, it will be impossible to develop sufficient numbers of linguists in the other categories to meet the national need (a need which Congress has recognized in passing the National Defense Education Act of 1958). It is worth noting that there are an estimated 26,000 teachers of modern foreign languages in our universities, colleges, and secondary schools today. (This is approximately the same number as there were in 1925, when total enrollments were much smaller than today.) Of this number, many have been inadequately trained, and few of them speak correctly and fluently the language they teach for the simple reason that they were never taught to do so.

Again, it is estimated that between 1957 and 1970, American colleges and universities will need approximately 8,500 <u>additional</u> foreign language teachers, not including normal replacements for existing staff. This figure is predictated on a static proportion of students in college-level language study, and obviously it will have to be revised upward if demand for such courses increases. Unless current language-teacher training enrollments increase several fold, however, it is certain that even this predictable total will not be supplied by our institutions of higher learning. Indeed, the number of college graduates prepared to teach a foreign language declined from 2,193 in 1950 to 1,525 in 1957 (a 30 percent drop).

Summary of Language Recommendations. The following recommendations are made:

1. The development of a National Foreign Language Training Facility which will offer "action courses" in certain scarce, high-priority Asian and African languages for academicians and service personnel going abroad and for in-service training of government and business personnel.

2. Close and continuing relationship between (a) the University's geographical areas of interest, (b) the University's overseas projects and other involvements, (c) teaching of the languages spoken in those areas, and (d) provision of strong library holdings of relevant character.

3. Competent faculty be engaged to teach in the language, literature, and culture of any country in which the University expects to have a continuing interest. Arrangements should be made for visiting professorships from and to, and exchange professorships with universities in such countries.

4. Develop adequate library holdings in the languages and functional intellectual interests identified by the University for specialization, with library personnel who are qualified in the languages and with intensive efforts to acquire local area publications and other documents.

5. Require two years of a modern foreign language for all students working for a B.A. degree, except for those who have had equivalent training in high school. Other students should be encouraged to study foreign languages.

6. A summer language institute providing intensive language training on a full-time basis for those attending.

7. The University should take the initiative in examining the feasibility of expanding foreign language instruction in the Michigan public schools, with a view to possibly adding appropriate foreign language requirements to existing standards for admission to Michigan's major universities.

8. Require doctoral candidates in fields with strong international reference to demonstrate proficiency in two foreign languages (M.A., one language).

9. Expand Russian and Chinese language studies to the status of major undergraduate fields. Develop and expand offerings in other major Asian languages.

10. A re-examination of curricula and methods of language teaching with a view to enabling students to become proficient in the use of the language, both oral and written.

11. An expansion and enlargement of the Language Laboratory facilities. In addition, the University should provide for substantial basic research in foreign language teaching methods and in general linguistics.

12. Embark as rapidly as practicable on a program of training large numbers of foreign language teachers, centering such training in the proposed National Foreign Language Training Facility.

Non-Academic Curriculum

The conception that the university curriculum includes all the educational experiences of students, goes considerably beyond the view that would limit curricula to the organized programs of courses required for graduation. The reasons for this broader conception are easy to identify. Student experiences outside the classroom may either contradict or reinforce and supplement what is done in the classroom. In either case, no one can deny that so-called extracurricular activities can have considerable educational impact. To the extent that this is true, such activities are not, strictly speaking, extracurricular at all. It is important for the university to take every reasonable step to make the educational value of student life outside the classroom consistent with the educational objectives pursued in the classroom. It is of little avail for teachers to urge the importance of intellectual life, if what they say and do is inconsistent with student life outside the classroom.

The first step is to develop a general environment -- an atmosphere -- in which student intellectual activity is a highly praised, worthy type of behavior. They then will make choices, putting less emphasis upon social events, athletic contests, and other diversionary activity. This implies that the intellectual values, goals, and methods of this institution should be effectively spelled out to the students and to the citizens of the state, and at every level from the President's office on down. As a beginning, it is specifically recommended.

1. That the freshman orientation program, the student's first contact with "college life", be based upon intellectual activity -- lectures, panel discussions, colloquia, movies, concerts -- and that guided tours and social activity be relegated to a secondary role.

2. That there be a substantial increase in the number of awards and prizes for excellence in scholarly and intellectual competition, e.g., essay contests, literature and art contests. Academic excellence should be rewarded on a much broader scale.

3. That consideration be given to the opportunities the dormitories offer for extending education into the non-class hours of the student body. Resident faculty members, strategically located in dormitories and married housing and prepared to perform as intellectual counsellors could do much to put a proper emphasis upon learning and knowing.

Turning more directly to the international program, ways of performing a similar role in dramatizing and emphasizing international problems need to be explored. An adequate solution certainly will not be found in curriculum changes alone. A student Institute of International Relations may be a useful device. It might be set up along the lines of the successful Institutes organized by the American Friends Service Committee during and after the Second World War.

The main sessions of these Institutes were concentrated in a period of a week or ten days. Or it might function by planning a series of three shorter periods around three different prominent world leaders or scholars, one each quarter.

Under the first suggestion, the Institute could be made part of the International Week on campus during which time the attention of the entire University would be focused. Under the second plan, two days might be set aside each in the fall, winter and spring quarters, with a similar concentration of energies. In this case, however, the effort would concentrate on one or two speakers and a more limited theme, though there is no reason why a broad theme could not carry through the sequence of programs.

In presenting a program of this kind on our campus, much effort by students and faculty alike will be needed to ensure wide participation and substantial student involvement. By making the Institute an all-university function and giving it a maximum of prestige and publicity, a good deal of interest can be aroused. Many features already offered on this campus could be included in the International Institute: Programs by foreign students, international dining, a foreign film festival, a folk music festival, an international dance.

The entire object of the Institute or an International Week would be to arouse student--and faculty--interest in international affairs on our campus. But it should do more than that. The program should be thrown open to local teachers and high school students in the hope that it would also stimulate international thinking among these groups. In fact, every effort should be made to encourage teacher and high school attendance, for it is on the high school level--or even earlier--that interest in international problems should be developed and the study of foreign cultures and languages encouraged.

It would be highly desirable if high school participation in the university's international program could be encouraged to the same extent as the band and the physical education department have been able to stimulate high school interest in their respective fields.

The institution of a large and attractive International House has served to create interest in international affairs at the various universities where it has been established. By its very existence, it at least creates a certain awareness among American students that other countries and cultures exist. It provides a center for the foreign students at a university and a place where American students can go who are interested in international affairs. It would be an asset to the university to have some kind of center where, by the very presence of foreign students, international topics would be bound to come up. If this center were made sufficiently attractive, it might well become a strong rival to the Union as a coffee house for the student, and there is at least the hope that his interests might expand through contact with men and women of broader horizons.

This idea is worth further exploration. The relatively new International House in Tokyo operates on a different principle than the three International Houses in New York, Chicago, and San Francisco. Rather than an oasis for foreign students and a few highly motivated local students, the Tokyo International House has become the focus for a series of programs and services which attract a large group of Japanese intellectuals. Its director is a noted Japanese scholar and its programs are designed to attract local people to a consideration of international matters. There is a real place for such a facility on this and other university campuses. It should be designed as a place in which visiting scholars could live, work and relate themselves to the community. It should not be viewed as a foreign student dormitory, though it

might be used as a meeting place. Cultural and intellectual programs for the university faculty, interested students, and the larger community would be a prominent feature.

Its public rooms might be furnished with artistic materials and in a style portraying countries with which Michigan State has special relationships, or of culture groups from whence Michigan has drawn its population. Such countries and groups might deem it a privilege to plan the design and supply the materials for a room representing the culture and spirit of their homeland. And it would be a way in which a significant expression of appreciation for a technical assistance program might be given.

Nothing stimulates a student's awareness about international problems or his interest in foreign cultures so much as the experience of actually seeing a foreign country. A considerable number of students are participating in summer tours of various kinds. But many of these experiences are fairly casual in terms of their educational impact. Several seminars gave attention to and recommended serious consideration of student seminars abroad. A number of alternative proposals were advanced.

Meyer-Dietrich, the Berlin editor, suggested that programs leading to a year of study at the Free University of Berlin would be ideal training for students in international communications, since it is a critical border area. Schramm described the recently developed Stanford-in-Germany plan which involves about six months abroad. Brewster Smith suggested that an arrangement with an East Asian nation would be an act of great aymbolic importance, showing a respect for cultures other than those of Western Europe.

As a result of these and other suggestions, it is recommended that the University seriously consider means by which student seminars abroad can be made part of the university program. For some students this might take the

form of a fifth year (possibly leading to a master's degree) with most of the time spent in a country whose culture and a language is quite different from our own. Arrangements might be made to facilitate the participation of some Michigan State University students in programs already established by other universities.

In giving consideration to a Michigan State sponsored program -- both a six months sophomore or junior program abroad and a small post graduate program providing research opportunities for talented students need to be reviewed. Careful attention should be given to a possible location in Asia, with a European country as a second location or cooperative with another university. The undergraduate experience abroad in the middle of a student's program, would add a great deal to the campus international environment. Care must be taken so that the students have a chance to live and see inside the other culture and its problems;otherwise the educational objectives obtained will be limited.

Participation in such a program should be by application. It would be desirable if there were a number of scholarships to enable good students with limited resources to participate. If the program is a privilege, the participants are more likely to be talented, adequately prepared, and feel an obligation to take it seriously and to draw on their experiences when they return to campus.

A good deal of attention to the educational preparation for such an experience is needed. This would include instruction in the history, politics, economy, and culture of the country in which the student expects to study, as well as the appropriate language. It is expected that these subjects would receive further emphasis during the period abroad. While there are ample formal courses available to assist in the training, the students participating need to be encouraged to rely more on themselves. The contrast between specific

assignments in the American university and the independent study in European and European-type institutions would need to be bridged; else students are likely to feel neglected and angry in their experiences abroad. By the same token, it does not seem appropriate to export the American teachers or draw the foreign teacher into an environment which represents a small American educational enclave abroad -- still, some kind of educational advisor appears to be needed to assist in making the most of the opportunities provided.

Graduate Training

The character of Michigan State University continues to change. Thirty years ago, it was a small land-grant college with programs heavily oriented around agriculture, engineering, and closely related fields. The inauguration of the Basic College during World War II foreshadowed a broader definition of the university objectives. In the immediate post-war years, it became a large undergraduate university with a major expansion in student enrollment in the Schools of Business and Public Service, and of Science and Arts, then including the Division (now College) of Education. During the past ten years, the total enrollment has continued to increase, but much of the expansion has been at the graduate level, from 1160 in 1948 to 3533 in 1958 (See Table 1). While it is expected that the institution will continue to have a large undergraduate enrollment, further increases at both the Masters and Doctorate level are likely. Such increases are particularly relevant in the challenges they pose and the opportunities they provide in relation to graduate teaching and research.

The fact that over 3,000 students (the majority from other institutions) chose to do graduate work at Michigan State University, indicates that the faculty in many departments have been recognized and recommended by colleagues in other institutions. It also indicates that ways have been found to finance a

Table 1. Student Enrollment at Michigan State University, Fall Quarter 1946, 1948, and 1958 by levels.*

	1946		1948		1958	
	Number	Percent	Number	Percent	Number	Percent
Freshman-Sophomore	3,078	71.5	7,049	45.6	8,024	43.6
Junior-Senior	519	12.1	7,248	46.8	6,860	36.8
Masters	706**	16.4	1,044	6.7	2,581	14.0
Doctorates			116	0.9	952	5.6
Total	4,303	100.0	15,457	100.0	18,417	100.0

* These figures exclude special students and advanced veterinary students totaling 191 in 1946, 240 in 1948, and 729 in 1958.

** In 1946 there were almost no doctorate candidates.

substantial part of these students, in competition with assistantships and fellowships at other graduate institutions. Even so, many departments find that little or insufficient financial help is available for many qualified students and that potential research programs, in consequence, remain potential. At the same time, the rapid increase in the proportion of graduate students in the university requires adjustment in the course offerings, budget modifications, and a wide variety of new and expanded research services. As the faculty and administration work towards these changes, the institution is in a unique position to define the particular areas to which it will give prime attention, emphases which are likely to persist for a long period of time.

Every major seat of learning in the United States centers around a large, high quality graduate school that maintains a strong basic research program. Much greater development is needed in the limited financial resources that are

available for the support of faculty and students involved in the graduate teaching and research program. Because financial support is available, the programs in agriculture and closely related areas have progressed farther than in the general social sciences and humanities. Resources used to support graduate education and research are not only a competitive device to attract better quality students, but they are also an extension of the teaching and research capacity of the institution.

Funds for graduate assistantships often can be marshalled more rapidly from private and Federal government sources than from the state. The responsibility for recruiting such resources lies with individual departments and faculty members as fully as it does with the top administration of the university. In designing major research programs and obtaining financial support for such programs, departments have an opportunity and an obligation to include provisions for graduate assistants. As indicated earlier, the various overseas projects provide a rare opportunity to develop new knowledge, not only through the movement of Michigan State University faculty abroad, but also through the use of graduate assistants in these projects. Furthermore, the experience of living abroad, completing research, and writing theses can provide such students with unique skills much needed in today's international programs.

Consequently, the recommendations relating to graduate students are clos ly tied to the university research program and should be so considered. It is clear, for example, that graduate training and graduate research programs in international affairs are in large part dependent upon a strong library. Graduate research tends to be closely associated with the research interests of the faculty who supervise their programs. It is also a level at

which students can assimulate more of the research and experience of the faculty. The concepts and focus of the research program will be elaborated in the next chapter.

In looking at the teaching program and requirements for degrees, it was concluded that the international aspects of graduate training would not be strengthened by the adoption of a new interdisciplinary degree. Instead, the graduate program within existing departments can be improved significantly and a stronger international emphasis provided by just two important changes. The first is the research program referred to above and discussed in detail in the next chapter. Adequate financing for research on important international problems will greatly improve this phase of graduate training. The second change is the language requirement for graduate study. In meeting this requirement, graduate students interested in international affairs should be acquiring a useful tool for both research and communication and not just a minimum reading ability.

Present regulations of the university provide ample opportunity for degree programs concentrating on significant international problems. The same cannot be said of the doctoral programs as defined by a number of departments. Modification of requirements in such departments to permit interested students to build programs which provide international competencies are needed. Some of the faculty and some departments already are encouraging students to so do. This tendency needs to be strengthened.

An important consideration underlying this suggestion is the fact, referred to earlier, that government and business recruit people who have technical and scientific competence. It is the sense of this recommendation that the on-going needs in these agencies will be more fully met by technical competencies plus courses and research in international areas than by the

creation of people who are interdisciplinary cultural specialists. While some people will carve out careers which are essentially in the latter category, more job opportunities are available to the former. Moreover, the individual in the former category will have greater flexibility in pursuing his professional activities.

While it is accepted that internationally oriented graduate programs can be built within existing disciplines to meet the needs of most people seeking such graduate training, there appears to be a significant group for whom special graduate programs should be developed. The group in question includes business executives, government officials, teachers, and others whose primary professional concern is already in some aspects of international affairs. Many of these persons have no interest in pursuing the M.A. or Ph.D. degrees within existing disciplines. Yet such persons would benefit from additional graduate level training relating to international problems.

Accordingly, it is recommended that Michigan State University establish graduate training programs in the area of international affairs to meet the needs of at least three groups not adequately served by existing graduate degree programs:

a. Graduate training leading to Master's and Doctor's degrees, specifically designed to meet the educational needs of mature persons already engaged in some phase of work in a foreign country and planning to return thereto.

b. Short-term special courses at the graduate level to meet specific needs of faculty members, government, and business personnel serving or planning to serve abroad.

c. Graduate courses designed for the special training of high school and secondary school teachers in the area of international affairs.

d. Special summer workshops for college teachers who are attempting to develop international educational programs in their institutions.

Along with on-campus research assistantships developing out of an expansion in the international research program, it will be useful to have graduate student internships in government and private agencies working in the international field. As the international role of the university expands, it is expected that an increasing number of graduate students will go from their campus courses and research program to field work and studies abroad. A number of foreign students will be able to complete their theses in their home countries, with close professional contact with Michigan State University faculty members or in collaboration with American students working on related problems.

CHAPTER IV

RECOMMENDED RESEARCH EXPANSION

Research plays a central role in the development of an international orientation to the university. First, it provides a means of building the interested, competent faculty members essential to the program. Second, research opportunities are necessary in stimulating and keeping those who are already competent. Third, the struggle to identify, clarify, and write down the research findings helps develop the general atmosphere and climate of the university. Research questions become important topics of discussions and seminars. Fourth, such research is a major factor in building the image and defining the program of the university, thus attracting students, other faculty, and new activities.

Two fundamental propositions underlie the research recommendations.

First, research on the interrelations between nations and cultures must be part of a total stance emphasizing the creation and accumulation of knowledge; it should not stand by itself as the sole or major research operation. Michigan State University must be developing and expanding research in fields and areas not particularly related to international affairs.

Second, in a research program of substantial magnitude in the international area, it is evident that sheer size is a reinforcement of the program. When occasional professors in widely scattered departments are carrying on research, the interaction is limited. When each of several closely related departments have a number of people who are seriously and systematically exploring similar problems, the stimulation to each other will increase both the level and the quality of the output. There is every reason to expect that this proposition is even more appropriate to the international arena than to the domestic.* Working with a variety of people in committees, in seminars, in social groupings, or in reviewing manuscripts helps provide a wider range

of insight. Further adding stimulation is the existence and continued operation of university technical assistance programs in at least some of the countries to which attention is directed.

All universities have multiple objectives just as most of their scholars have a variety of goals. Still, among those institutions who are in the first rank, there are some whose major objectives are largely in the development of new knowledge and its transmission to graduate students and mature scholars. There are others in which several additional objectives come into more prominence -- to influence a large and general undergraduate student body, to participate importantly in influencing the adult population, or to channel information to economic, political, and social decision-makers. All higher education shares these goals, but particular institutions may emphasize one over another.

In an institution pursuing a multiple set of goals, as is Michigan State, there must be definitions of functions among the faculty, a protection of some heavy teaching loads and service activities, and a stimulation of others to probe more deeply below the surface to keep their teaching fresh or their off-campus contacts from becoming routine and superficial.

In such an institution, it is more than normally necessary to consider the role and nature of research. It also is necessary to sketch out the important research areas. In short, the ultimate objective in this chapter is to spell out the conditions and nature of the research which can most advantageously be done on the interrelationships between societies at an institution with the particular skills, talents, and philosophies of Michigan State University.

General Approaches to Research

The Nature of Research

It is necessary to start at a general level to be certain that there are no vast differences in the conception of what constitutes research. At least it is desirable that different types of research be specified and recognized and nourished and supported appropriately. There are two distinctions which need to be made. One of these is the distinction between research scholarship and research pioneering. The first of these -- the acquisition of knowledge -- any academician needs if he is to keep abreast of developments in his field, even if only to keep his teaching up to date. In contrast is the search for knowledge which pushes back the intellectual frontiers. The second distinction is between basic and applied research. The differences between each of these categories is poorly understood; moreover, they tend to blur one into the other.

The young assistant professor, fresh from his graduate school and the writing of his doctoral dissertation, presumably knows the important concepts and recent contributions to his professional field. In teaching, his first job is to organize these ideas and to communicate them appropriately to his own students. If, however, he is heavily loaded with classes, grading papers, committee assignments and other academic routine, opportunities to read the recent contributions of others and to exchange views in professional give and take will be limited. While his teaching techniques and his ability to communicate with students may improve, the content of his technical and professional knowledge will accrete slowly; in time he is likely to lose his sharpness. Attendance at professional meetings, summer seminars, post-doctoral scholarships, sabbatics, and reduced teaching loads can free time so these individuals can keep or bring themselves up to date with other scholars. Without doubt, the better liberal arts colleges and universities are those which

have worked out arrangements which enable their faculty to have periodic stimulations of this kind. In leading universities, much of this stimulation occurs in the give and take with associates and colleagues who are themselves engaged in trail-breaking activities.

Research pioneering -- the search for knowledge -- is a tender flower. Not every faculty member has the capabilities of fruitfully embarking on such a venture; at least the insight and understanding will be slower in coming. The pioneering kind of research worker often needs to be protected from routine class assignments, from the detail of university organization, and from other energy-sapping academia. He may be stimulated by and enjoy one or two advanced graduate seminars where he can develop and advocate his ideas. But perhaps the most important characteristic is that general rules cannot be written. There are individuals who thrive on a frequency of interaction with students, the general public, a plethora of all kinds of contacts, and are both most productive and most stimulating in such a context. For the university administrator, the major problems are first to recognize the individuals with promise for pushing back the frontiers, next to recognize the kind of environment needed, and then to provide the necessary tools and facilities. By and large, pioneering research comes as the result of consciously contrived procedures and facilities which enable capable individuals to grow intellectually and professionally. Even many of the "accidental" discoveries occur within this general framework.

The distinction between basic and applied research is not necessarily coordinate with the distinction above. Though research scholarship is not likely to lead to basic research, the "search for knowledge" may be in either the basic or applied field.

One definition holds that research is the pursuit by man of the knowledge of, and thus the power over, his environment. Basic research then is the search for the principles of the behavior of phenomena and the fundamental organization of interrelated phenomena. Applied research involves the application of basic principles of the behavior and organization of phenomena to an area of human endeavor, the goals of which are of fairly immediate value. This is an essentialist definition.

An operational and relativistic definition also is possible. In this view, research is a risk-taking operation or, if you will, a gamble. The chances of success are far lower with basic research but the payoff much larger when you do succeed. The converse is true of applied research; the outcome of applied research is normally successful and easy to predict, but the payoff represents a relatively limited addition to knowledge. In this view, the distinction between research and non-research and between basic and applied research is a matter of degree. These two approaches to definition are not exclusive or contradictory.

Another useful distinction may be made. The planning of a research program can be done either by an individual person or by a collective entity such as a foundation or a university. The former would be individually planned research or "individual research." The latter has been described as institutionalized or "institutional research." Note that this distinction refers only to the planning of a research program. No matter by whom planned, the execution of the research and to a great extent the research design could still be done by one individual, by a number of individuals acting relatively independently of each other, or by a group research team. The university must, as a part of its responsibilities, make possible and encourage individual research but it cannot plan individual research. These two types of research programs are rarely, if ever, independent of each other in a university environment. They are, in practice, reinforcing and complementary.

Area Versus Functional Approaches to Research Organization

Can research be done most advantageously in an organization centered around a regional orientation (e.g., Southeast Asia Research Institute) or within the primary organizational unit of the university department with its disciplinary and functional orientation? The problem is a major one, for the decisions as to research organization signifioantly influence the type of research done, the problems attacked, and the disciplines emphasized. The problem can be divided in two parts. The first concerns the primary unit of personnel organization.

There appears to be no questions but that the department (discipline) should be the basic unit controlling personnel and the operating research of institutional programs. This is concluded only partly because of organization problems that "area centers" as independent entities would represent in a university organized around departments. Perhaps the most significant set of problems, however, would be those associated with isolating a researcher from the necessary stimulation of the rest of his discipline, from teaching, and from the normal pattern of academic life and progress.

The other part of the problem of area versus functional organization is that of the intellectual framework and immediately associated organization of particular research problems. Research intellectually organized on an area or regional basis arises because most social phenomena occur localized in space over the earth's surface and may be examined: (1) within the area on a functional basis (e.g., monetary problems of Brazil or Latin America); or, (2) in terms of the entire complex of economic and social factors of a given area. Political and economic organization and practices vary considerably from one culture to another, from one country to another, and often from one section (region) to another of the same country. When these differences are of signal

importance to the problem being studied, there are obvious advantages to an area view of the research problem as an intellectual organizational focus.

For all practical purposes, there is no pure functional approach or pure area approach. Most, if not all, social science research problems would appear to involve some combination of area and functional character. With the exception of some problems in pure theory, the research that is conceived of and executed as purely functional is simply being done in a manner that ignores or is unconscious of the intrinsic spatial or area characteristics of research problems in the social sciences. To the extent that spatial characteristics are central to the research problem, they are ignored to the detriment of the research.

Area research cannot be done without the tools of one or more disciplines. To the extent that these functionally organized approaches to knowledge (disciplines) are ignored, research on an area is limited to unsophisticated and non-analytical description, and is superficial research. However, the area or regional approach is in actual practice a multi-functional approach. No one person or discipline can obtain complete mastery of all knowledge about an area; thus, area proficiency may be attained by pursuing a series of functional topics within a given geographic region or culture. The basic question, then, is not whether the functional or area approach should serve as the intellectual basis of research organization, but: (1) whether the functional approach should be global in view or limited to one or more specified geographic areas, and (2) whether additional disciplines should combine cooperatively to undertake the particular research problem.

Attention is next directed to the programs of research suggested by the Faculty Seminars. These are broad core problems in which research will provide a concentrated and reinforcing program. Research is needed in these

areas, both because of their intrinsic merit in contributing to understanding and because of their support to teaching programs and curricular development. They will be of interest to many faculty members, will help build graduate research programs and provide information useful to adult education programs at home and overseas. Specific projects to implement these suggestions may be either individual or joint in nature -- the main purpose is to outline broad areas in which basic research is needed. Four major areas are described: (1) The Special Political, Economic and Social Problems associated with Development; (2) Trade, Finance and Business Problems in an Unstable World; (3) Information and Communication Problems; and(4) Problems in Cultural and Scientific Exchange. Finally, attention is given to necessary research support which will strengthen these activities.

The Special Political, Economic and Social Problems Associated with Development

High among the world's unsolved problems are the ways in which nations in Asia, Latin America and Africa may blend and integrate modern technology, nationalism, and development programs with the culture and social structures developed during periods of slower change. New technological processes bring with them new ideas and new concepts. They bring changes in status and power. The inflow of ideas includes both desired and undesired elements. Efforts in development change the process of communication and the internal organization of society. Political processes and the role of government take on new forms. Agencies of government are charged with functions of developmental administration and assistance. While such changes are occurring in all countries, they take on special significance in underdeveloped areas because of the relative magnitude of the change. Developments extending over a century in Japan and several centuries in Western Europe are occurring within a generation. This

is the setting for interest in a series of interrelated and complex problems requiring complementary efforts in a variety of disciplines.

With Michigan State's relations with several nations in South and Southeast Asia, South America and potential involvement in West Africa, the problems associated with development require a high priority. The importance of this problem to the United States and its relations with other countries reinforces this concern.

There are three major closely related phases of these problems which seem important. First is the nature of the process of development. Next is the interrelations between education, technical progress, and social change. Third are the problems of developmental administration, or otherwise stated, the public administration and political impact of the development process.

It is recognized that much work in development already is underway at a number of institutions -- including Vanderbilt, Chicago, Harvard, Massachusetts Institute of Technology, among others. Consultation with such centers is necessary to avoid competitive and repetitive work and to define areas of special emphasis. It is believed that Michigan State University has certain comparative advantages for carrying on some of the needed research. Development in underdeveloped areas takes place in a society and economy which is predominantly agricultural. Many of the development problems revolve around obtaining sufficient food and the improvement of agricultural economies. The role of agriculture in a developing economy is far from clear. A land-grant college brings to the problems of development the unique assets of scientific knowledge in technical agriculture and extensive experience in the application of social science to the problems of rural society. In addition, the extensive overseas commitments and the experience of general economists, political scientists, and sociologists in these projects makes it possible to relate a variety of disciplines and competencies to these problems.

As suggested by Simon Kuznets in Items*, new combinations of effort may be fruitful. Comparative case studies of development in countries at lower levels of industrialization may bring in new ideas to correlate with the experiences of Japan, Great Britain, the Soviet Union, and the United States. Utilizing personnel in overseas technical assistance projects brings in the talents of other disciplines, encourages boldness in drawing generalizations, and provides information on societies towards the lower end of the development continuum. In addition, the analysis of the development of Michigan from south to north provides a laboratory for partial analysis in a period when much data is available and may offer new insights on rural-urban relationships during industrialization.

Within a broad concern for development, special emphasis should be given to the role of agriculture. As underdeveloped societies organize development programs they may put substantial emphasis upon increasing agricultural productivity and expanding sales in the export markets. More commonly, they strive to develop industries which displace imports and draw agricultural laborers into industrial urbanized complexes. In other cases they may do both but with varying emphases. There is no agreement or even clear-cut criteria for determining which of these is the more valid approach. Clarification of these issues would require more understanding of the economic and social changes occurring as a society moves from a subsistence agricultural economy to an exchange economy and to an industrialized society.

A related problem deals with the production of resources for the development process. Attention here centers particularly on human capital -- that is, human beings with capital invested in their education and training, but also includes such projects as irrigation and land development schemes. To what

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* Social Science Research Council, vol. 13, No. 2, New York, June, 1959.

extent do the investments in these resources provide high returns and to what extent do they create or postpone problems.

Given knowledge and competency respecting development, it is appropriate to give attention to an evaluation of specific policies. The United States Government, both directly and indirectly, has a variety of programs which influence the nature and rate of economic development. A systematic and continuing evaluation of the effects of policies is needed. These would include programs for disposing of surplus farm products, Export-Import Bank operations, private and public policies relating to off-shore procurement, economic aid, and policies on trade. Such research would give particular attention to ways in which the general roles of assisting in economic development can be fostered through a consistent adding-up of specific and individual programs. A particularly appropriate topic for Michigan State is to consider the possible ways in which the accumulation and/or disposal of surplus farm products may better implement economic development.

Implicit in development programs are changes in the technological patterns of production. Farmers and workers are to use new tools and techniques. Educational programs among youth and adults are expected to play important roles. There is a need to identify the way in which training and diffusion programs can best attain their goals. There is a compelling sense of urgency to this part of the task, particularly as the volume of the expenditures of the various nations are observed. Despite the vast increase in efforts, nationally and internationally during the past fifteen years, there has not been a significant development of research on the process of cross-cultural (or even within culture) diffusion of technology. Several levels of analysis may be distinguished -- including the operations of the administrative organization in relation to the local agencies, the differing views of what is

appropriate technology, the attitudes and experiences of the personnel engaged in the process, and the comparisons of the innovator and non-innovator at the local level relative to various innovations.

As case studies accumulate, more and more effort should be given to developing the general principles which underlie effective communication and diffusion, and to the specification of the conditions under which it takes place. A break-through in this area could lead to major changes in the programs and a substantial increase in their effectiveness, both abroad and at home.

Beyond these considerations, however, is the important question of how education and technical change affect the society. New educational programs and new technology are introduced with certain expectations with respect to attitudes and productivity. These may or may not be accurate -- that is, possible of fulfillment. In addition, however, there may be and often are unexpected and indirect results. The development of education may create a group of unemployed intellectuals unwilling or unable to participate in practical problems of the country. Technical change may displace labor for which there are no alternative employment opportunities. These processes may create a new social status both for those who successfully participate in the developing society and those who do not. Tensions may develop between them and those more traditionally oriented. Gradually, and sometimes traumatically, the society takes on new aspirations and values which fundamentally change the nature of its internal operation and influence its relations with the outside world. The high expectations accompanying independence now are giving way to disappointment and frustration. There is much that needs to be done, both in developed and underdeveloped areas on these relations between science (defined broadly) and society.

At a different level, the personnel involved in cross-cultural technical assistance can become the focus of attention. Case studies of these personnel over a considerable period of time would provide better insights as to the type of people and training which are most desirable. Such studies would follow the personnel through training, briefing, and several assignments, including a follow-up on those returning to domestic posts. To what extent are American technicians effective agents of change in different types of socio-cultural settings.

Closely associated is a study of the values of the local people compared with those of the administrators and technicians and the extent to which those of the latter group are tacitly assumed in formulating the technical assistance program. The people affected directly may not necessarily share the same values. Program administrators frequently encounter unanticipated barriers. Apathy is only one of these. Outright hostility certainly has been encountered by many engaged in this type of change program. Studies of the values and aspirations of the local people would provide basic data or benchworks for future studies of social change, as well as helping to identify present programs with high potential.

Also, it would be useful to study the growth and change of institutions within the country as a result of development and technical assistance. What are the changes in the roles and images of agricultural colleges, the agricultural extension service, its field agents, the community development organization within the country? Similarily, it would be helpful to determine the changes in the images of the United States, the United Nations, which are internationally committed to the sponsorship of technical assistance and economic development.

All of these developments have their impact on the political process. They call for public administration talents which go beyond the usual western concepts. In developing societies, many units of the government bureaucracy are charged with providing innovations in industrial and agricultural processes, with urban planning, land development, while more traditional units of government meet new problems as new economic and social groups are formed.

In most western societies, such innovations in industrial process have traditionally been a responsibility of private enterprise. Agriculture has been a notable exception especially in the United States, and in recent years similar innovations have been associated with weaponry and atomic energy. Still, by and large, public administration attitudes and training have been concerned with a limited role for bureaucracy. The focus must be turned outward in at least two respects: an international rather than a national orientation; and a concern with development administration in contrast with administrative processes, law and order. It certainly will be useful to put a considerable emphasis on agriculture, because of its importance in underdeveloped areas, because of the experience which such activities provide in the United States, and because of Michigan State's own commitment in agriculture.

In addition to problems in development administration, there are challenges in understanding the political process itself. Some comments have already been made in Chapter II. Development is far more than an economic process. Much of the necessary research on development needs to be done by people other than economists. Clearly, an understanding of the more common new economic classes and political groupings stimulated by development is of fundamental importance in planning development and technical assistance programs to better attain their objectives. Since positive programs of this nature are a major characteristic of international relations in the world today,

it is a problem to which the internationally oriented university must give attention. More specifically, the following questions warrant attention.

With many members of developing society beginning to participate in national elections and to be aware of issues beyond their community, how are their political expressions channeled? Who are likely to be the community leaders in forming public opinion? Is the answer specific to each particular culture, or can it be related to levels of literacy, communication, and development?

In the process of development, what new political structures are being developed; which ones strengthened, and which ones weakened? What are the implications of these new structures for national and international policy?

How is the pattern of influence, political strength, and the organization of government affected by the changing economic structure and group relations of a developing society?

What modifications are being made in the administrative structure of government and in the strength of various parts of the bureaucracy as the society gears itself to implement technical change and responds in turn to these changes?

Several other areas related to international politics should be mentioned, though they probably are not as central to the university's interest as the problems just discussed.

One of these is the role which the military forces play relative to development. The training programs of young men inducted for several years into a mechanized army can provide a major resource of skills for expanding factories, tool shops, garages, etc. The army may put much of its effort into building roads and improving communications which bring various parts of the country closer together.

The role of military leaders as policy-makers has interested historians and social analysts for generations. Existing studies, however, are almost wholly confined to American problems and European history. Latin America and Asia show numerous examples of military men rising to top positions of leadership in their countries. In recent years, the assumption of power by military men in Pakistan, Burma, Thailand, Iraq, and Egypt has contrasted with the Western democratic tradition of subordinating the military to the civilians in politics, or keeping them out altogether.

Another area of great importance to the nation is the study of national value patterns. National value patterns have important influence on the determination of the structure and practices of international politics, economics, and business and are of signal importance to economic change. The values held in a society or culture underlie the whole range of human action. The research ideas suggested here are consequently related to most of the general problem areas discussed.

The international aspects of these political problems are of particular interest, if for no other reason than the major effort being made by the United States. However, it is also important to the United States' universities to have studies and information to feed into courses, textbooks, and special programs for people now involved or planning to function in development programs. Many of these are foreign students who will be drawn into these programs as they return home. Studies of U.S. experiences at home and abroad can be of particular use in short courses or briefing sessions for present employees of the International Cooperation Administration or other agencies.

Trade, Finance, and Business Problems in an Unstable World

With the breakdown in the structure of the old world order, our ability to understand and predict the impact of specific changes and national actions has broken down. New, independent nations are developing their own programs and policies in the shadow of earlier wartime shortages, and with a deep interest in development and industrialization. Nationalistic measures are drawing many private businesses in the industrial nations to develop branch plants requiring a wide range of imported and/or new talent in the less developed countries. In other cases, long established international firms are being forced to curtail their activities.

The policies of the United States are an important influence in the recent efforts at reintegration of world trading patterns. On the agricultural side, import quotas, export subsidies, loans for purchase of American commodisties, barter, and sales for local currency all discourage the growth of world trade in the traditional pattern. Similar interventions for industrial commodities and services, such as shipping, likewise interfere with the normal functioning of the market. Tariff policies, the Buy American Act, shipping subsidies, encouragement to synthetic substitutes likewise permeate the American and the world scene. Other governments make similar interventions. An understanding of the impact of such policies in a broad perspective is essential, though not necessarily sufficient, for a more consistent approach to our trade and foreign policy objectives.

At the same time, other policies assist and encourage trade. The Reciprocal Trade Agreements Act, the Marshall Plan, the growth of the national economy, and the rising wage-price spiral in American industry are American examples of policies which have the effect of encouraging world trade.

Michigan exports over one billion dollars of commodities per year through the Michigan customs district.* Additional sales are made through other customs districts of products produced in Michigan, or incorporating in part, commodities produced in the state. The automobile companies have branch plants or subsidiary companies in Canada, Brazil, Western Europe, and other parts of the world. The positive interest in foreign trade of many Michigan companies is clear and is recognized by many of them.** Thus, the development of studies and service programs which concentrate on international trade can be useful within the state, and have the potential of being supported as a valid use of state funds. Moreover, with the heavy involvement of the university in overseas activities, university competence respecting international trade is fully warranted.

Studies of the structural interdependence of the United States and other societies and national economies are needed. The impact of United States public and private economic policies upon other economies is of sufficient importance by itself to deserve rather immediate study. We produce 35 percent of the world's goods and services. Sixteen percent of all world trade either originates or terminates in the United States. In many small nations, as much as 75 percent of the nation's foreign exchange is earned by exports to the United States. Even in many of the large nations of the world, 25 to 40 percent of their foreign exchange is commonly derived from exports to the United States. Small ripples in the economy of the United States can, and often do, become economic tidal waves in other countries of the world.

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* "Foreign Trade Interests in the State of Michigan", Library of Congress, Legislative Reference Service, Washington, D.C., July, 1956.

** Ibid.

Possibly through regional and functional organization, it will be possible to support increasing interdependence of nations. The organization of regional communities of common interest would involve the development of common markets and free trade areas, both of which would facilitate the economic development toward which the less developed nations so strongly aspire. Organization of regional communities should also facilitate freer movement of capital, labor, and the material necessities of development. Monetary, fiscal, and exchange policies and action can and should be integrated on a regional basis for greater individual and collective stability. These functional economic elements of regionalization should themselves be the subject of study within a regional framework and related to political rapprochement.

Functional communities of interest are possible that have little geographic continuity. Present examples of this would include the British Commonwealth and the even larger community of the "Sterling Bloc." The countries involved in the International Wheat Agreement would constitute another community of common interest. This type of community may be the organizational answer to a severe problem faced by many of the underdeveloped nations of the world. Many underdeveloped nations gain all or nearly all of their foreign exchange through the production and trade of one or two primary commodities (e.g., tin, coffee, rubber, cocoa, oil). The development potential of an underdeveloped nation is usually conditioned by the volume and stability of the foreign exchange it can command. These primary commodity markets can be and are violently unstable. A solution to the problem of how to stabilize these markets is vitally needed and research should have a contribution to make here. A major problem is the separation of price stabilization from price raising efforts -- a challenge to political organization.

A major problem requiring research effort is a reformulation of international trade theory in a framework of growth and development rather than in a static model. Associated with this is the understanding of how comparative advantage changes, and the development of research methodology by which present and potential comparative advantages may be estimated.

The impact of national monetary policies and internal pressures for higher prices are affecting the amount and characteristics of international trade. Since 1940, these and other factors have led to a decrease in the relative importance of imports into the United States, with the situation perhaps reversing in 1958. Such changing structures of international trade and finance today are building new spheres of influence and new patterns of relationships.

The process by which business cycles spread through the structure of foreign trade and finance and the impact of these changes represent an important disequilibrating force. What techniques can be used to limit the effects of such changes on countries particularly dependent on foreign trade? Reduction in price uncertainty can lead to greater interdependence and to greater efficiency through specialization. Can cohesive international commodity organizations be established; under what sort of rules; and how may such agreements be "policed"?

A number of the specific proposals suggested above have important potential influences and implications for government policy, both at home and abroad. Beyond this, however, there is the need for impartial, current review of programs and policies now in operation. The impacts and accomplishments of these programs need to be related to the framework of goals and values in which they were proposed. To what extent are the ends sought actually being attained? Are they consistent or inconsistent with other ends which are sought or proposed? Are alternative means available to attain the desired ends, in a way

more consistent with other policy objectives? Questions such as these cannot be resolved within government or within Congress by itself. Specific analysis and sound information are needed as the public and the decision-makers periodically review these activities. Universities have both the capabilities and responsibilities of providing such additional insight. A number of specific policies to which attention needs to be given follow:

1. United States foreign economic policies for the purpose of formulating clear-cut and consistent objectives.

2. Potential, political, and economic implications and international impact of surplus disposal of farm products, military aid and off-shore procurement programs.

3. Consistency of U.S. domestic agricultural and foreign economic policies.

4. Impact on world trade of U.S. long-term demand for resources, e.g., mineral and energy resources.

5. Tariff policies and structures and the reciprocal trade agreements program. An examination should be made of firms requesting escape action.

6. Private and public policies as they affect business cycles, the levels of living at home and abroad, and development.

7. U.S. actions and participations in international monetary and finance organizations, as well as U.S. foreign lending agencies.

The nature of international business practices is only sketchily known. As American firms increasingly establish overseas branches or work closely with foreign firms, a variety of problems arise, including proper staffing, international exchange and finance, relations with several governments, and general responsibilities as American business representatives. In addition, practices and policies with respect to labor and labor unions in the foreign economy can have a powerful long-time influence upon the nature of international

relations. The United Automobile Workers have a significant concern with foreign labor problems and are substantially interested in broad issues of national and foreign policy. Coupled with the point already mentioned -- on Michigan business interests abroad -- this area of research warrants development.

One aspect of this development is given particular emphasis. In considering the infusing of international dimensions into other graduate programs and offerings, it is not only what we can teach for American businesses operating abroad, or teach foreign countries about American know-how, as what we can discover in the conduct of foreign enterprise that affords us fundamental insights into or comparative yardsticks to gauge American enterprise, thus making a contribution to our own business disciplines. Fuller knowledge of the function and process of entrepreneurship opens the way for programs to create or accelerate this talent -- of much value to developing areas. This problem is a challenge to a variety of disciplines. Finding ways to develop entrepreneurship is of fundamental importance, not only in soliciting the interest of the faculty, but also in deriving an applied science of business administration, especially in personnel and marketing. If we are to uncover the unique features of American economy and the spirit and motivating force between the American enterprises, we may find the answers in comparative studies.

Comparative case studies are suggested as a means of being helpful both in the understanding of other cultures, and in opening insights into the fundamental nature of decision-making in the American business enterprise. As a number of case studies are completed, it is expected that additional lines of research will become evident. It should be emphasized that in the case studies listed below it is desired to give special attention to phases of the study which give cross-cultural insights and provide clues to appropriate

principles. It is expected that such studies rather quickly would affect course content in the several business administration departments. As an example, it might be possible to develop a course or seminar which considered the influences which an international company might have on an underdeveloped economy in contrast with a local institution, with respect to entrepreneurship, capital investment, trade channels and market acceptance. Or ideas like this might be developed so that they furnish a part of the material for a variety of courses.

Among the specific studies to be considered are the following:

1. Comparative cross-cultural case studies of the managerial function.

2. Comparative case studies of the form and success of U.S. industry participation in foreign local commerce and industry. This should be extended to the foreign operations of the private firms of other advanced nations after significant U.S. experiences have been analyzed.

3. Comparative case studies of U.S. and foreign business firm investment and management organization policies at home and in foreign owned or affiliated firms.

4. Comparative case studies of the experience of American firms' operations abroad, including analysis of their experiences in operating under the ECA capital guarantee program and in establishing plants and commercial organizations in foreign countries.

An important final observation must be made. Attention has been centered on international economics and business, and most of the research ideas indicated above are similarly focused. It is to be reemphasized that adequately verified answers to many of the questions must involve other social scientists and often scholars from other fields as well.

A number of important areas have been pointed out which challenge this society's capacity for understanding and acting effectively in international economic and business affairs. The challenge of the Soviet Union is only a complicating and symptomatic factor in what is a fundamental disintegration of the Western trading system. One must not under-rate the threat of the Soviet Union, but the basic problem today is a bigger one -- the search for a new synthesis for Western society and for the world. The very existence of democratic institutions is imperiled by the internal derangement of order within the democratic nations of the west. At the same time, the deteriorating stability of international order places even greater pressures on the internal problems of Western democracies. And, the internal problems make solution of the international disorders even more difficult and the need for a positive program so much more acute.

Information and Communication Problems

Technical assistance and socio-economic development problems in the various nations attempting industrialization and agricultural improvement have an important communication aspect. The International Cooperation Administration of the Federal Government is dedicated to the belief that the experience of the United States in technical matters can be used to help other countries, if handled properly. But, as experience with technical assistance programs has increased, it has been discovered that the effectiveness of missions abroad and the effectiveness of those who come to the United States as trainees is limited by the way in which the people of the areas concerned react to proposals for change. In fact, several excellent programs have suffered because of errors in communication. The payoff for research on the communication aspects of technical assistance will probably be long-run rather than immediate. Yet, the knowledge and experience that is gained will be of assistance in Michigan

State's own technical assistance programs abroad, will be useful in its training programs for international communications such as the one conducted for ICA by the College of Communication Arts, and will be important for the nation as a whole as findings are reported in print.

Despite the expansion of programs and growth of interest, the following statements appear valid. There has not been, and is not now underway, any significant research relating to the process of cross-cultural diffusion. Consequently, there is little scientific knowledge available pertinent to the problems of technical assistance. Although religious, commercial, and military organizations for centuries have practiced cross-cultural diffusion of a sort, little of this practical knowledge and experience has been systematically integrated into any available framework of generalizations. Even now, there is little study of people on technical assistance missions*; nor systematic interrogation of those returning from such assignments and an analysis of their experiences. Furthermore, the study of the reciprocal impact of technical changes upon the culture largely is unexplored territory; despite this, massive programs for changing the technology and the pertinent institutional framework are moving forward.

There is a sense of urgency about any consideration of international communications today. There is an unmistakable feeling of need for more knowledge now; need for more application of what is known post haste; need for hard facts and generalizations which can be extracted from the scholar and research with all deliberate speed.

Undoubtedly, a part of this sense of urgency stems from the relatively new role of our nation. Willy nilly, the United States is involved in inter-

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* One of the few such studies has recently been completed by John and Ruth Useem in India. They are now in East Lansing analyzing their material and writing their report.

national affairs of life and death import. Besides participation by economic, political, and military action in direct and forceful manner, it cannot help but participate by means of communication. Rather surprisingly to many, the making often cannot take place until the talking has been done, and both can be and are profoundly affected by the reading that has been done.

There is also a division between the application or the practice of international communication and the understanding of the process. The first is done by the transmitter of technical information, the news correspondant, the propaganda expert, and the diplomat. The second is the province of the communication scientist whose main role is to understand the field, to develop explanations for the hows and whys of international communication and to teach both the student of human affairs and the international communicator something of these hows and whys and of their relation to the nations among which communication occurs.

Attention in this period of a vast increase in the number of people brought into the world wide communications network should be directed to:
(1) Thoughtful programming of world economic and social development, and
(2) thoughtful programming of world communication policy.

Economic and social development cannot be achieved at all, however great the desire, unless adequate attention is paid to the development of the necessary communication skills and communication media. Reference already has been made to the need for communication in technical assistance. It is necessary to give attention also to the creation of a network of media designed to carry on the requisite exchanges of expert opinions and of technological information. These must be published in forms understandable and acceptable to the various social and cultural groups involved. There needs to be a streamlining of existing news and wire services and of training of correspondents,

so as to increase the expertness and completeness of their coverage of development activities. The training of correspondents, of course, needs to start with the high school and college programs, and not just at the time they begin to handle international news items.

In part, it appears that the content of news is changed during its flow from the reporter through the foreign and home offices of the news agency, and from the home office of the agency to the local paper. Such changes are responses to the beliefs and perceptions of the gate-keepers who control the flow of news. One of the projects proposed deals with the role of the gate-keeper and the social and psychological factors influencing his decisions.

There is also a sense of paradox about international communications. It is the paradox of the thing at once known and unknown, familiar and inexplicable, common and mysterious. Society is communication. Every man is a communicator. Peoples have communicated with peoples across the millenia; across gulfs of religion, superstition, hate and war. In learning to communicate, people become adult and socialized. This process -- so well known -- so ever present -- so common -- how can it be an area of serious concern?

At the same time -- and the international setting emphasizes this -- communication is not well understood at all. There are daily mysteries in communications. Within our own culture, a full marshalling of the means of communication, a clear statement of intent for the message, and a concerted execution of a communication program in a professionally excellent fashion can be mysteriously ineffective. The famed United Nations campaign in Cincinnati immediately comes to mind, where every usual resource was mobilized and almost every result was nil.

A fairly long history of communication research and of practical communication experience indicates that simply telling people about the things one wants them to know doesn't necessarily result in action or even perception of

what was said. There is a certain selectivity in the way a person or a society accepts information or acts upon it. Several consultants as well as many other behavioral scientists have pointed to differences in values -- the basic orientations to life and the world that presumably underlie many overt actions -- as factors which can help explain the selectivity of communication; but delineating the relevant values is an exceedingly complex operation. For this reason, it is recommended that long-range studies be undertaken to delineate the values of different societies.

While the effects of research on differential values and their relation to communication are probably long-range, they will have practical as well as theoretical significance. Practically every agency involved in instituting change in the economically-deprived areas of the world has encountered unexpected opposition. A knowledge of the exact nature and consequences of value differences for communication doubtless would decrease the proportion of failures and near-failures in our exchange programs. Agricultural scientists solve the problems, but farmers continue for years to plow and sow in old ways, even though extension people carrying bulletins, holding meetings, and grinding out press releases and radio talks "communicate" interminably. Technical experts, knowledgeable and dedicated, buttressed by fine equipment and funds, all too often come back defeated and discouraged from their efforts to inform people.

More specific studies in this area already have been suggested as part of the problem of development. Clearly, studies of the diffusion of technology require attention, particularly when giving attention to underdeveloped areas.

The underdeveloped areas of the world, areas in which the economic and technical aspects of life are not as fully developed as in the West and in the Soviet Union, are also the areas which are now undergoing nationalization --

that is, they are areas in which there is a high degree of national consciousness and a strong attempt to develop national governments. These are also the uncommitted areas of the world. In the present struggle, these areas of the world have become an important propaganda battleground. As such, they offer unusual opportunities for both theoretical and practical communications research -- research designed to identify the content of propaganda directed not at the participants in international conflict, but rather at those people who are potential participants. On the practical side, it would be useful to know in some detail the differences as well as the similarities in propaganda directed to the uncommitted countries by the powers of the East as well as the powers of the West. This information may be most effectively utilized when correlated with changes in friendliness or hostility toward the United States or toward Russia.

There is an urgency to deal with this problem.

One might say, it is interesting but of little importance that there are now daily newspapers in Borneo; or that radio Cairo has 100,000 watts of power; or that television reaches a large portion of the Russians of Moscow. But these events are part of a world-wide "Communications Revolution." Even if the United States were the weakest nation of the world, the most isolationist, and the most backward, the messages would tell about it from time to time. Since it is none of these, the messages often tell about America. And there will be more, swelling to a cacophony of messages.

Social scientists believe that national images -- the mental pictures we have of the persons of various societies -- greatly influence our behavior toward other peoples. As Harold Isaacs shows in his book, Scratches on Our Minds,* the sources of images are many and varied. Some are from contact in

* Harold Isaacs, Scratches on Our Minds, New York, John Day Company, 1958.

periods of relative peace and friendship; some are from contact in periods of warfare and hostility; some are personal; others are from news stories; still others are from third and fourth hand information from casual travelers. One important source of national images in the modern period appears to be the motion picture. Films are important because they are easily distributed and easily understood; one doesn't have to know how to read in order to get the message in a movie.

One study in this area would be a public opinion survey designed to elicit film experience of the general population of a number of countries and of their film-inspired impressions of the countries depicted. The objective of this study is to provide evidence concerning the possible effects of the motion picture industry on national images. As with other studies in the field of international communications, this study would be useful not only to academicians, but also to those who make movies and to those involved in promoting cross-cultural understanding (such as the U.S. Information Agency and similar agencies in other countries). This is especially important because detailed, objective information in the area is almost nil.

Another possible research project is concerned with analysis of the imported films which are most popular in various countries. In general, its aim is to find out differential attitudes toward the particular kind of content of the films. Obviously, such a study will yield information concerning the contents which result in most effective or least effective international communication and which increase international understanding.

It could be argued from the points presented above that international communications are studied in order to become -- or to permit others to become -- manipulators in the worst connotation of that term. Though the problem becomes metaphysical, it must be met directly.

It must be conceded that to the degree the international communications process is predictable and the variables manageable, knowledge can be used to control the outcomes of given situations. The situations of concern are social, human, and personal. Thus, there is some basis for the spectre of control or manipulation of people.

Knowledge about international communication creates problems of responsibility and ethics in the use of this knowledge. In this, it may be argued, the international communications researcher is no worse or no better off than the physicist. Though social science research has produced no social atomic bomb, the actual problem is potentially at hand for any seeker after knowledge.

Having asserted that problems of responsibility and ethics exist, it cannot be escaped once more by saying that they are to be decided by experts in responsibility and ethics. Rather, they must be decided by man at large in some kind of process of debate, consideration, and decision. In this process, the international communications researcher should take an active part, but not an authoritative expert part.

Problems in Cultural and Scientific Exchange

There are at least two ways in which an international orientation is manifested with respect to this topic. One implies the selection for analysis of problems with an international content or significant decisions in and with respect to other nations and cultures. Most of the attention, thus far, has been given to this orientation. Another approach is traditional in science and implies gaining knowledge of studies underway and research results by professional colleagues in other countries. It is the approach implied by "true science is international." Programs of scientific and cultural exchange then may have dual objectives or concentrate on only one of these approaches. A number of more specific suggestions follow for building beyond present arrangements.

Central Bibliographic Agency

The vast amount of scholarly work being done in a given field in other countries is a problem that needs some consideration in its own right. As Americans have found to their surprise and alarm, the Russians have jumped forward in some scientific fields. A number of scientists have stated that this was not due to innate Russian superiority, but to the fact that the Russian government has done everything possible to make available to the Russian scientist the latest literature in his field of research. The scholarly publications of the world are carefully combed by research assistants to discover the latest theories and advances in the various scientific fields, so that the Russian scientist need never waste his time in discovering what has already been discovered either by another Russian, a German, or an American. Numerous scientists have pointed out that British and American scientific journals contained most of the theoretical concepts behind the work in atomic physics that led to the atomic bombs, and that the Russians had no need to resort to espionage to find what we were doing in this field. Whether this be true or not, there can be no doubt that the constant availability of world-wide information to the Soviet scientist has been of enormous benefit to him.

It would be too much to expect a single university to accomplish what the Russian government does with the funds and resources at its disposal, but American universities and the American government should begin to think in terms of organizing international scholarly information more effectively. This is not only true for the physical sciences. A vast amount of work being done in the liberal arts in foreign countries is closed to a majority of American scholars, not only because the books and journals in which this work is published are not readily available in American libraries (with enough effort, a scholar can get almost anything through the inter-library

loan system), but because of the woeful inadequacy in language preparation on the part of most of us, and the increasing number of languages in which meaningful work is reported. An even greater problem, perhaps, is the vast amount of publication with which the scholar in almost every field is constantly confronted. In most fields, it is a physical impossibility to keep up with the current literature on even a small segment of the subject, especially if the scholar is expected at the same time to produce work of his own, keep up with current events, teach, attend faculty meetings, and remain in reasonable touch with other cultural fields.

What is needed by scholars in America today is a first-class central bibliographical agency for almost every field of scholarship, an agency that will not only list the material published in books and articles all over the world, but will also perform the service of giving the scholar periodic analyses of new work in the various branches of his field.

Some scholarly journals attempt to do this on a limited scale, but the scale is usually very limited. Analyses of new work are all the more important when that work is published in languages which are not generally read by the American scholar, in particular the various Slavic and Oriental languages.

Michigan State University could perform a tremendous service to scholarship by supporting proposals for a central bibliographical agency, an agency which would also print periodic summaries of the latest work in every field. With such summaries available, the philosopher or chemist would have an opportunity to find in compact form what is being done in related fields in the liberal arts and the sciences. At the present time, it is the very rare scholar who has any idea what is being done in related fields, much less in fields quite foreign to his own. The result is the unfortunate situation in which the social historian and the sociologist whose scholarly work is closely

related not only fail to complement one another but cannot even understand one another's language.

A single university might begin this work by selecting one field in which to provide this service as an experiment or as a demonstration. Still, there are many problems in procuring copies of publications, in securing translators, and in making contacts with appropriate libraries, which would be more efficiently done by a single agency. Moreover, such an agency, organized cooperatively with major institutions, would be in a better position to draw on the ablest people throughout the country when questions of meanings or significance arose as materials were being translated and abstracted.

Even were such a service available, there is a need for a flow of materials so that the original research report can be reviewed by the interested scholars. Abstracts, no matter how well done, will never be a complete answer.

Attracting Visiting Scholars

As members of university faculty go abroad, an excellent system for selecting and bringing scholars from foreign countries to this campus is established. One of the big problems is identifying the appropriate foreign scholars. The people who usually come to this country are men who have already won international fame and who are constantly in demand. Yet, there are a great many foreign scholars doing excellent work quietly and unostentatiously who would be a real asset to this university. About many such men one hears little, and they would not ordinarily come to mind as possibilities for exchange professorships. There would be no better way for our faculty to discover these scholars than to meet them abroad. Almost all foreign professors (with the exception of the Russian) are poorly paid and almost all of them would welcome a chance to visit the United States in some capacity. A great

deal is said about the Iron Curtain as a barrier to international cultural exchange, but we often fail to realize the effectiveness of the Dollar Curtain in preventing most foreigners, unless subsidized, from finding out about this country at first hand. It is rarely that one meets a scholar abroad who does not express an interest in seeing America. The major item needed is to establish contact with such scholars. Also needed is a means of defraying the extra costs over other faculty appointments. At the same time, opportunities for sending other members of the faculty abroad in an exchange capacity would be greatly increased.

Systematize Present Exchange Relations

Under present exchange programs, foreign universities identify the kind of people they would like to receive, applications are accepted and the most suitable candidates are awarded grants. Under the Fulbright program, preference is given to people who previously have not had such experiences. Within some small modification of this general framework, if particular institutions at home and abroad could be encouraged to set up reciprocating relationships, it would be possible to build institutional competency on both sides. Thus, two universities might agree to a five year exchange program to build competence in statistics, or botany, or music and receive special consideration in exchange awards. Thus, MSU might send a botanist to a Japanese university, the next year one of his Japanese colleagues would come to this university, with additional people participating in succeeding years. The gain from such a program would be several times greater than from a similar number of dispersed exchanges.

A Network of Corresponding Scholars

Encouragement might be given by the University to its faculty as individuals and departments to develop contacts with foreign scholars through

development of a network of corresponding scholars. This is a logical extension of international programs at Michigan State. It would tend to keep Michigan State faculty better informed of intellectual developments and research in progress in their own fields abroad without great additional expense. The same type of opportunities would be open to the foreign scholar in our country through his contact with Michigan State faculty. Such a network could function only if it were mutually advantageous.

Contact with foreign scholars could provide a way of attracting and screening high quality foreign graduate students. There is no doubt that American universities will be admitting foreign students in increasing numbers. Evaluating foreign students' applications for admission is difficult and has become an increasingly serious problem as the numbers involved have grown.

A network of corresponding scholars would also facilitate and encourage arrangement of exchange professorships. It should improve communication and information going into the process of selection of exchange professorships and make more certain that the man and the expected role fit each other.

Training Programs

There already are a large number of exchange programs in operation, both for faculty and for students. To some extent, many of these have been considered as if they were temporary programs with ad hoc preparations for going abroad or orienting of the visitor from other countries. While most students probably should be blended in with domestic students for most of their work, both students and adults entering another culture would benefit from more systematic and thoughtful programs to assist them in adjusting. Such efforts probably should be encompassed within the teaching function in various departments and colleges; still, they deserve special mention as a phase of scientific and cultural exchange.

Cross-Cultural Sojourners. Closely related is the study of personal contact between members of the different societies. This area of international communication, however, is one of the least known. There is a great deal of work to be done, especially in these times of rapid personal movement across national boundaries and across oceans. This is part of the problem of increasing our knowledge of exactly how it is that peoples go about communicating with each other on a personal basis and increasing our knowledge of what they communicate. Perhaps the best studied of these is the special area concerned with foreign students. Yet even here, most of the contemporary research is devoted not to communication problems as such, but to the adjustment of the foreign student, with the tacit assumption that those who are well adjusted are more effective communicators than those who are less well adjusted. What is proposed here is that these studies be greatly increased, not only of the foreign student but also of other varieties of scholars (such as Fulbright lecturers), missionaries, government employees, workers in major corporations, tourists, military personnel, and others.

What is needed is to learn specifically the kinds of national images which are transmitted, the effectiveness with which the specific technical information that the person is there to learn or teach is communicated, the kinds of motives to behavior which are communicated, and finally the result of these in behavior. These should not only be with respect to the person in the society within which he is temporarily residing, but also with respect to the society from which he originates.

Research Support

The development over a period of time of a substantial part of the research programs listed above does not come automatically with the granting of a contract or the appropriation of funds. It is necessary to support such

programs with various kinds of facilities, a suitable intellectual environment, and appropriate university policies.

It needs to be reemphasized that the proposals for research indicated above are deemed to be core problems in these several areas. They do not describe all the internationally oriented research which the university might sponsor; and it will not be possible to conduct all that is described. Still, if a significant amount of the work described can be inaugurated, it will powerfully influence the character and thinking of the university faculty. It will provide a core of people in the areas of strategic concern who are wrestling with significant international problems -- individuals who, by example and force of knowledge, will stimulate others to think in these broad terms and will insure that the research is competent and pertinent to major issues. Individual resaarch proposals are more likely to be complementary and to add up to a broad concern and involvement of many departments in the university, and will provide information and ideas which strengthen the course content and other on-going university programs.

In addition to providing support to the broad areas of research just developed, there needs to be opportunity for the support of individual research projects.

A Program of Individual Research

Again and again, one hears of cases where the individual scholar, particularly if he is young and relatively unknown, finds it difficult -- if not impossible -- to get money for an individual project no matter how sound that project may be. Indeed, many foundations have a clear-cut policy of never granting money to individuals. This is unfortunate. Group work undoubtedly has an important place in research today, but we as Americans should remain particularly conscious of the value of the individual, whether it be the

individual genius or the individual plodder, in the field of research. Einstein's theories did not come out of a research seminar, nor did Gibbon write his histories with a team. We should bear in mind that even the group project will only be as good as the individual scholars within the group. These men must be trained to do independent work before they can hope to contribute anything original to a group project..

What the individual scholar needs if his research involves work abroad is the opportunity to go abroad and to do that work. If he is working on English literature, for example, he may need to consult English libraries and the original manuscripts of certain texts. His work may only require a few weeks, but those weeks are of crucial importance. Nor are libraries and manuscripts the whole story. It can be of great benefit to a scholar to discuss the work he is doing with foreign scholars working in the same field to get a fresh point of view and new perspectives. To continue with the example of English literature, the very ability to see the locale of a given novel or to steep oneself in the atmosphere of a literary region can add a new dimension to a scholar's writing and teaching.

The great drawback from which American scholars, particularly in the liberal arts, have always suffered in comparison with their European colleagues is their distance from the European cultural centers which, after all, form the background of our own cultural heritage. Our frequent lack of sophistication, the backwardness of much of our scholarship in the liberal arts, our very ignorance of languages, spring in part from the distance which separates us from other cultures. Not the distance in travel time, but the distance in money. If it were made possible for the American scholar to spend the occasional summer holiday working in the Bibliotheca Lorenziana or the Public Record Office, as do his more energetic European colleagues; if he had the

opportunity of spending a longer period of time surrounded by the culture of the country to which he was devoting his scholarly life; if he had a chance to attend international scholarly conferences -- all this would stimulate and enrich the American scholar's work.

It is suggested that a fund be set up along the lines of the present All-University Research Grants which would make it possible to support individual scholars to do research on international problems. Funds would be made available for the summer, for a year, or for a longer period -- depending on the nature of the project. Applicants would be carefully screened by a university committee on the basis of past scholarly activity and the intended research project. The grant might provide a research assistantship, clerical assistance, or a term with a reduced teaching load. In other cases, it might enable a Fulbrighter to employ a local student for a research assistant, do local travel, or assemble a collection of data.

Almost every scholar with whom the problem of overseas research has been discussed has come up with a solution of this kind as an ideal. They also tended to dismiss this ideal as unrealizable. If a program of individual research were set up by this university, such an opportunity would have enormous appeal to scholars in this country and would not only help to strengthen our present faculty, but also to secure and keep first-rate men as members of the faculty.

Another point is not often stressed. It is just as important and may, in some cases, be considerably more important for a scholar to return at frequent intervals to the country or areas of his specialty than for large numbers of people to make a first trip abroad. Only by visiting a country at fairly close intervals (every three years, perhaps) and over the span of a lifetime, can an expert really keep in touch with developments and view them in proper

perspective. This is particularly true of the non-European world, where the contacts through scholarly periodicals are few and the coverage by American newspapers is not only slender but often misleading. It might also be argued that in terms of return on the dollar, the knowledge gained by a scholar on a second or third visit abroad is considerably greater than that gained on the first visit, for he would already be familiar with the problems of a particular area, both in terms of scholarship and everyday living, and he would have already established academic, political, and social contacts.

Among other ways, such a fund could operate to provide selected individuals with an opportunity to put the capstone on their experiences abroad. Many individuals, after stimulating experiences on foreign assignments, are immediately plunged into campus classroom assignments. If they could be given the opportunity to follow up their experience with a period of analysis and writing, much more would be gained from Fulbright assignments, ICA programs, and so on. In some cases, exploratory research might be sponsored prior to the assignment so that the man would go overseas with specific hypotheses to test and research to conduct. Such arrangements would materially increase the usefulness of these programs, and at small cost.

Research Provisions in Overseas Programs

The major share of the overseas programs of American universities is oriented to the extension abroad of United States technical competencies and institutions. Under the sponsorship of the national government, the emphasis is very heavy on "giving of our culture to others."

In the discussions of Michigan State University's programs overseas, it was repeatedly emphasized that the university was not giving sufficient emphasis to the research member of the traditional triumvirate of teaching, research, and extension. In part, this is due to the conception of the job

as viewed by Congress and the ICA -- Washington, in part to the ethnocentrism of the American society stemming from the past, and in part to the University itself in not putting sufficient emphasis on research. These obviously are interrelated. Be that as it may, a number of scholars who accept such overseas assignments are able to accumulate knowledge and understanding by putting in extra hours on research and publication, but these tend to be the exceptions rather than the rule. While many of the people going abroad need to study and interpret in order to fulfill their job assignment adequately, this does not lead necessarily to publishable research. In other words, research is either done by particularly dedicated scholars or is heavily oriented to the applied research area and most appropriate to the immediate job of program planning and operations.

In the recommendations made by the faculty seminar in Vietnam, reference was made to a number of areas in which research was needed or new programs were desirable. These proposals have been recognized in several other sections of this chapter, which have emphasized work in technical assistance, economic development, or the development administration aspects of technical assistance. Other suggestions have been given cognizance in the chapters on teaching and extension. There are, in addition, a number of special considerations which apply to the contract projects themselves.

These considerations lead to the recommendation that extraordinary efforts be made to obtain support for research associated with overseas projects. More specifically, the following points are made:

1. That prior to the acceptance of the overseas contract, the University ideally have competent knowledge of the history, culture, organization, and problems of the country concerned. If this is not the case, the first effort should be to assemble this knowledge from other sources or to create them through generous facilities for research.

2. That every contract contain a provision for studying some aspect of the other society. This is significant in two respects. First, it provides a means of stimulating the American culture through new inputs of ideas from other cultures -- such as stimulated our society in the past through immigration. Second, by concentrating on some of the good things in the other culture, many of the Americans who are there will come to a deeper appreciation of the other culture, and the local people will be stimulated by the opportunity to reciprocate proudly with their unique qualities. Technical assistance will become more of a two-way street.

3. Within or coordinate with technical assistance contracts, there is a need for several positions which put primary emphasis on the contribution in basic research. In many cases, a University faculty member should hold such a position; in other cases, one or more local persons can extend the capacities of a faculty member whose primary responsibilities are in other areas. In still other cases, a graduate student may use such an opportunity to develop his dissertation, perhaps in direct association with his major professor. The nature of the research to be undertaken cannot be specified. In many cases, it would deal with the impacts of the development process or the interrelations of culture and technical assistance as described earlier. In any case, the emphasis should be on basic research, leaving to present staff positions the necessary operational research.

4. Staff members whose job is defined within the operating program, nonetheless should be encouraged to do at least as much research as the teacher on the home campus. It is probable that much of this will be applied on operations research, of early benefit to the project, but it need not be so limited.

5. Carefully selected individuals, upon their return from overseas assignments, whether ICA-sponsored, foundation-sponsored, or as exchange professors, should be given the opportunity of a term or two with reduced teaching loads so as to complete and publish research underway. Obviously, such opportunities need to be given only to those with material in process and who show high promise of producing a worthwhile monograph.

A Home Base for Mature Scholars

There are a number of national scholars who are interested in work abroad as a lifetime career and who desire a permanent university tie. They are capable of recruiting financial support for valuable programs abroad. In an effort to provide security for themselves and their families, they often find themselves having to straddle two areas of work -- one representing their prime interest internationally, and the other the work which provides a position in the United States. If a fund were available which would guarantee support for, say, one year in three to a half-dozen internationally competent scholars, it would be possible to associate with Michigan State a number of very distinguished people. Budget balancing with annual state-appropriated funds for such positions would no longer be necessary. At the same time, their periods on the campus would be fruitful both to them and to the on-going university program. A few such scholars can set the pace and character of the internationally oriented research underway, because of their deep interest in and knowledge of the problems of other nations.

Publish a Scholarly Journal

No research obligation is ever fulfilled until the research product has been published. A research program such as that described will tend to produce more of a specialized type of research from one university than often

can be accommodated with ease in the available publications of the academic professions. This problem would be eased if Michigan State published an academic and professional journal that would include the area of the intellectual endeavors described.

It is recommended that a journal of scholarly and professional interest to the social sciences be published by Michigan State University. It is further recommended that a significant portion of the research recommended above be included within the journal's purview. A number of suggestions were received predicated on the existence of clear gaps in the coverage of presently published journals and upon the national academic prestige that would accrue to Michigan State as the publisher of a journal of high quality scholarly and professional content. Whatever the exact title selected for the journal's focus, it will be necessary to take into consideration the current and prospective academic strengths of Michigan State in that particular area. It would be a grave mistake to attempt publication of a journal in an intellectual area in which Michigan State is weak, either in quality or number of academic personnel.

The Need for a Strong Research and Graduate Library

If Michigan State University is to become a recognized center for teaching and research in international affairs, a first-class library in the social sciences is essential. The library is the storehouse of our accumulated knowledge and the most important facility on the campus for the student, the teacher, and the research scholar. Strengthening its holdings and its organization should receive first priority. It would be wasteful to build overseas centers, develop new research projects or take on additional service commitments without at the same time developing the excellent library that must sustain such activities. The problem is primarily that of developing

a good research and graduate library; there is by now the nucleus of a good undergraduate collection.

The recent increase in graduate students, the changing interests of the faculty, the increased emphasis on the social sciences, and the growing interest in international affairs have put demands upon the library far beyond those of the pre-war or immediate post-war years. Book purchases have been expanding, though more slowly than many would like. The organization of the library to reflect and support the international interests of the faculty and the nation has been improving, but not as rapidly as many of the faculty desire. The gap between aspirations and realization probably has widened in recent years due to the great rise in faculty aspirations for library service to support their research. Moreover, there are problems in defining the kinds of materials which should be added and the way in which they should be organized. The early sections of this chapter should be helpful in this regard. In addition, the following suggestions are made.

Develop a Strong Collection in International Affairs. The most obvious and pressing need is for much greater annual expenditures for materials in every area relating to international affairs. The aim should be to build a specialized library collection in international affairs which is the best at any midwestern university and comparable to the holdings in international affairs at Harvard, at the Hoover Library of War, Revolution and Peace, and the Library of Congress. In more specific terms, the aim might be set at acquiring a collection of 250,000 volumes over the next ten or fifteen year period (the Hoover Library has approximately 370,000 volumes). To achieve this, probably 20,000 volumes a year should be added until such time as the collection is built up. A sum of $100,000 annually should be allowed for this purpose until an adequate collection is achieved. Newly developed methods of

photographic reproduction (e.g., "Copy-Flo") make it possible to secure copies of out-of-print and rare books and to complete sets of standard periodicals.

No library, not even the largest, has all materials ever published. Thus, even the largest and best of libraries must be specialized collections to some degree. This is even more true of smaller and newer libraries. In its growth, the Michigan State library must maintain a very conscious policy of concentrating some significant part of its development resources in a limited number of areas. Only in this manner can the general quality of the library be improved at a pace comparable to its growth in size. The areas of the collection being developed most rapidly should, of course, match up fairly well with the stronger areas of intellectual interest of the faculty.

An immediate start can be made on building up definitive collections, desirably the best or very nearly the best in the country, for those countries of special interest to Michigan State; e.g., Vietnam, Okinawa, Pakistan, Brazil, and other countries subsequently selected as special interest areas in our international program.

For these collections, extraordinary means are needed to return to our library the numerous important but relatively inexpensive government documents, periodicals, newspapers, pamphlets, and various unpublished and unbound printed materials that furnish the raw data for research. Efforts should be made to expand book exchange arrangements with other countries. Members of the library staff need to visit overseas projects and arrange for collection of materials touching our field of interest. A special collection on the issues of development of the underdeveloped countries is needed, since it seems to be generally agreed that this is an area in which

Michigan State is in a position to make a significant contribution. A library coordinator for each overseas project could work with the library in the collection of reference material. A strong contingency fund is needed to enable the purchase of special collections in international affairs as they come upon the market.

There is also a need to seek, catalog, and store "primary documents" in international affairs; that is, field diaries in anthropology, detailed statistical tables too lengthy to be published, official letters of overseas personnel of the University (which may be withheld from publication for stated periods when necessary) or other unpublished scholarly material.

A good map collection needs to be established in cooperation with the Department of Geography.

Provide Adequate Staffing for the International Affairs Collection. The second most pressing need is for adequate staff to develop and maintain the specialized international affairs collection. Clearly, this is not a responsibility for non-professionals. A competent, trained, professional library staff is needed; and, in acquiring new staff, special attention must be given to language knowledge and to social science training. Personnel familiar with each of the main languages represented in the University's international affairs collection are needed. Measures should be introduced making it possible for acquisitions personnel to carry out active and aggressive explorations around the world for needed materials. Librarians often estimate that costs of book acquisition and of the staff to maintain the collection should be approximately equal for maximal efficiency. An additional $100,000 annually for library staff in international affairs, therefore, is indicated.

Many foundations seem to adopt the policy that the libraries of supported institutions are a financial responsibility of the institution itself. It seems clear that a stronger and better managed library collection in international affairs would provide a greater inducement for distinguished scholars and researchers to accept positions at Michigan State University and for foundations to support research in international affairs upon this campus. There would accordingly appear to be a strong case for the University itself to make additional investments in the library for the purchase and maintenance of the international affairs collection. Michigan's industrial corporations might also be approached with a view to obtaining their financial support of library expansion in these areas.

Improve Library Policies on International Materials. Library policy in regard to newspapers, particularly foreign newspapers, needs to be clarified. In view of the expansion of interest in international affairs, current and recent (five to ten years) files of foreign newspapers will be essential for student and professional research. The seminar recommends that foreign (and foreign language) newspapers be preserved for at least ten years and that adequate space be made available for the filing of bound sets. While newsprint cannot be preserved indefinitely, it is strongly felt that microfilm is an undesirable substitute for the newspaper itself and should not be resorted to until near the end of the ten-year period.

Special measures are needed to extend and speed up binding of the foreign periodical literature now held on the stack walls of the library. Many periodicals would be used extensively if properly bound, catalogued, and shelved. Since a periodical collection takes on greater value in direct ratio to the time period it covers, immediate efforts should be made to preserve and bind present holdings.

The document collection should be housed more adequately and materials such as United Nations documents need to be collected and bound more systematically in order to be more readily available to users.

The part of the library intended for research purposes should be completed. Since Michigan State appears likely to outgrow its new library in the very near future, planning should begin for better use of library space and for the necessary additional building allocations.

Since Michigan State now has an excellent electronic computer installation, possibilities should be explored of experiments designed to assess the efficacy of using a computer (a) for the preparation of bibliographies by printing out all entries on the topic recorded on a magnetic tape and (b) for preparing abstracts consisting of the key sentences in the article to be abstracted. Work along these lines is already proceeding at other centers in the country.

* * *

In bringing this long chapter to a close, it is appropriate to reiterate that teaching and research can be and should be complementary endeavors. Teaching is made more vital when the teacher is himself wrestling with real problems; most research workers need the stimulation of student questions and the interaction with general thinking if he is to consider problems in a way meaningful to the general culture. These same considerations apply to adult education programs, whether on or off the campus proper.

An international orientation to a significant portion of the University's research program in itself will have an important influence upon the faculty environment. When individual members are struggling to analyze and understand significant problems in some part of the world, it inevitably focuses their thinking and guides their discussions. They become interested in

developing courses and seminars in which they can explore these problems more fully or in which they can try out and present the findings of their research.

It is thus strategic and important that the core problems for research development be in broad areas of concern in the relationships between the United States and other nations and cultures.

CHAPTER V

INFLUENCING THE GENERAL CULTURE THROUGH EXTENSION EDUCATION

Few universities today are without programs geared to influence in some respect the adult population of their community, state, or the nation. These functions have developed as additions to the traditional roles of teaching students and preparing scholarly articles for the intellectual community. Different institutions place varying emphasis upon these extension programs, conduct them in different ways, and for various groups of people.

The land-grant institutions geared themselves for a major effort in agricultural extension particularly during and after World War I, but with continued growth more recently. Organized programs have been developing in other lines of activity as the academic community strives to communicate substantively with other groups and to provide better information as individual, local, and national decisions are being made. Michigan State University has a long history of distinguished service programs to the state and nation. In recent years, this concept has been extended to other countries. It appears clear that the international demands upon universities for such services will be increasing, and will require careful consideration as to which are most desirable. Some service activities are complementary to the other functions of the University, as has been largely true of the Cooperative Extension Service in agriculture and home economics. However, they can also become competitive and represent a drain on the University's resources.

In Chapter III, attention was given to the long-term program of influencing the attitudes and knowledge of tomorrow's citizens through the student environment and curriculum. In Chapter IV, attention was given to providing knowledge on programs and policies which affect the interrelations of the United States and other societies, both for specialists and for those people near the national centers of decision-making. This chapter will con-

centrate on programs which influence the adult citizens who, by their attitudes, condition the framework within which national decisions are made. In terms of time, it is intermediate between the other two -- no early response can be expected, such as might occur by providing research results to Congressional Committees or government administrators, but neither is it necessary to wait a full generation for results. Moreover, effective changes in the approach of the present adults will strongly support both the cultural environment in which the training of undergraduates occurs, and improve the opportunities for better decisions on the part of national policy-makers.

The discussion in this chapter is separated into three sections. Attention is focused first on programs operating from the Michigan State campus and directed to those functioning in some capacity within the American and especially the Michigan environment. Next, attention is directed to programs for those persons coming from or scheduled to go abroad. It includes programs for foreign students and professionals coming to the United States, as well as programs for American students and professionals going to technical assistance, other government, business, or university programs overseas. Finally, attention is given to the objectives of the University's own programs abroad and possible additions to such programs. It should be emphasized that the discussion in all three sections assumes that the University is and will continue to be heavily involved in overseas activities. Such programs provide experience, knowledge, and opportunities for the University faculty. They also pose problems for the University in making the best use of its personnel and in providing normal academic emoluments, but so does every other program. With the overseas program a fact and gradual replacements of new programs for old ones likely, attention is given primarily to the on-campus and within the United States focus of the interrelations between cultures.

This does not imply a dissatisfaction with the existence of overseas programs, but rather a firm conviction that at present the most vital next steps for Michigan State are in an improved and enlarged campus-centered programs rather than in new functions abroad.

At Home

Extension World Affairs Programs

An expanded program of adult off-campus education on international problems is indicated, aimed at the development of community understanding of international politics and problems. An understanding of the world in which we live and of the forces in it are increasingly important in a democracy. There is substantial evidence that public understanding regarding such matters is very poor.

There is sympathy with the view that international education is education for world understanding. Nonetheless, this sympathy is tempered with reservations. It is cautioned that "world understanding" must not be equated with sentimentality. Although altruism and idealism are important ingredients in "international education" or "world understanding", they are not sufficient by themselves and must be supported by knowledge and dispassionate analysis.

Moreover, there are strong reasons of self-interest in this proposal. Michigan's industries have a strong stake in world trade. The opening of the St. Lawrence Seaway has changed the geography of freight rate charges so that all the lake ports now are much closer to Europe. As shipping traffic increases, there will be more and more interest in foreign trade opportunities, and more need to understand developments abroad. Secondly, the change in America's raw materials supplies are forcing a much greater dependence on foreign sources. This is particularly true for iron ore which, processed into steel, becomes an important part of Michigan's industrial base.

These and other reasons make it especially necessary in Michigan to develop a basis of knowledge upon which world understanding may be promoted. This will be done only if due account is taken of the ideas, forces, and organizations of economic and political power that are so influential in the world.

Some work is currently being done under the Cooperative Extension Service program and in Continuing Education, but this reaches only a small portion of the citizens of the state. The Michigan Agricultural Extension Service has pioneered in programs on national agricultural policies. This experience can be utilized in expanding the work on international policies. Among the other unique offerings of the University is the readily available pool of student talent representing a large number of the nations of the world. The many experiences of the faculty in different countries is a second real resource. These resources, properly used, can provide an interesting, informative service to the public regarding the relationship of our nation to the rest of the world. It is expected that the programs developed will include the University operated television station WMSB, the two radio stations, WKAR and WKAR-FM, two and three day conferences, discussion and informational materials, the provision of faculty and foreign student speakers to various community groups and organizations, as well as film, musical and cultural programs. Programs in the fine arts, properly organized, have the potential of a mass appeal.

Summer and Other Special Programs for Teachers

It is suggested that special efforts be made to attract high school teachers and faculty from small liberal arts and community colleges, to summer programs and other special courses and programs which will stimulate their interests in the study of foreign areas and international affairs. Michigan State already is sponsoring an Asian Institute during the summer.

The Evening College has embarked upon a language program for East Lansing teachers. Programs which provide a greater amount of international affairs and language study in the pre-college programs, provide a greater likelihood of success in the efforts made to stimulate the undergraduate student body. Other kinds of programs, such as conferences on important international issues, are needed for faculty from other universities already concerned with international problems.

The number of overseas programs of the three major Michigan Universities -- the University of Michigan, Wayne State, and Michigan State -- underscore that students coming to any of these institutions are likely to find a significant number of faculty members concerned with international problems. Teachers doing post-graduate work or participating in refresher and development programs along this line will be assisting both their students as they go to these institutions as well as the nation as a whole.

This area of work is especially important if the view is accepted that a consciousness of the international position and responsibilities are not those of universities alone. Much can and must be done at earlier educational levels. To do so in any reasonable period of time, requires that existing teachers be trained and vitalized to the problems facing us, and be provided with ideas and information useful in primary and secondary education.

The Contributions of Audio-Visual Aids

If this university is to achieve scholarly standards in international affairs, it is much more important to develop the library than to provide additional audio-visual aids, and the library should have first call upon available funds. Nonetheless, there is a distinct place for audio-visual aids in enabling students and off-campus groups to see places that they cannot hope to visit, and events that would otherwise lie outside their range of experience.

Among university teachers, there appears to be disagreement as to the value of audio-visual aids. Proponents argue that they reduce the dangers of verbalism, i.e., use of words by students without understanding of their meaning or the reality of the ideas which they seek to convey. Opponents argue that their effect is to make learning more than ever a passive process which makes insufficient intellectual demands upon the student, and that a lazy teacher may even rely upon the showing of films to save himself the trouble of lecture preparation. A middle position that seems to be widely held is that films can be effective supplementary devices in the hands of an enthusiastic and energetic teacher who is willing to make an effort to integrate them into the course. Presumptively, the best case can be made for them when they relate to places and situations not normally experienced by the student; the study of international affairs comes within this category. Films would appear to provide a means of visualizing, for the student, events and activities in foreign countries which are outside his experience. Regional studies, geography, anthropology, seem to be three fields for which specially good cases might be made for an adequate supply of films.

For the student, films are probably the most interesting of these devices, providing an effective medium for the representation of action and movement. Film strips in slides, on the other hand, have their own distinctive advantages: As well as being much cheaper, they are also easier for the teacher to integrate into his course, and since they are not effective without being made the subject of a teacher's commentary, the classroom situation is not depersonalized in the way it could be with the incessant showing of films. Detailed recommendations which are part of a longer working paper follow:

1. Obtain a complete collection of all 16mm films suitable for the training of undergraduates and graduate students in international affairs, e.g., the films of Margaret Mead on child upbringing in various cultures.

2. Acquire a representative collection of film-strips and slides.

3. Reduce charges for the loan of films by the Audio-Visual Center to the departments, or provide increased operating budgets to the departments to enable them to make greater use of the University's holdings. The ideal would be the adoption of a free service akin to that already followed by the University with respect to the Library and the Computer Laboratory.

4. Develop a collection of (a) documentary recordings and (b) folk-music recordings.

5. Consider the purchase of 35mm art films from foreign countries of international affairs importance. The Indian Film "Pather Panchali" probably would teach a student more in a couple of hours about an Indian village than he would acquire in ten hours of lecturing. These films would be primarily for classroom purposes. Their cost possibly could be defrayed in part by: (a) Being made available to the Lecture-Concert Series at suitably lengthy intervals with the present price of 50 cents charged for admission, and (b) Loan or rentals to other universities.

6. Make films of any significant educational television programs on international affairs, and add them to the Audio-Visual collection.

7. Attempt to secure copies of significant commercial television programs such as "See It Now" and "Omnibus". Likewise, there is the possibility of getting films from the National Archives.

8. Examine the possibility of obtaining suitable films from the U.S. Information Agency, Department of State, U.S. Department of Agriculture, and other Federal agencies.

9. Develop a map collection in the Library, including the University's being a depository for the maps of the U.S. Army Map Service.

10. Explore methods of establishing an inter-university film production program.

Conferences of Canadian and American Representatives

In any consideration of the injection of an international dimension into MSU's research, teaching, and service activities, it is submitted that Canada and Canadian-American relationships should occupy a conspicuous place. Diplomatically, militarily, and economically, Canada may justly be seen as the United States' closest ally and international partner. Rather ironically, however, this relationship has been the object of only occasional concern by American citizens, government officials, and universities.

In the field of economics and business, the need for serious attention to be given to Canadian-American relationships is especially apparent. The four billion dollars worth of United States' goods and services exported into Canada each year represents the largest single export market available to American business, while over half of Canada's total export trade is with the United States. Both countries, moreover, are common producers of certain agricultural products (e.g. wheat) and extract and process some of the same natural resources (e.g. lead, zinc, oil and aluminum). In these areas, therefore, the two countries are often economic competitors.. Finally, Canada continues to be heavily dependent upon American capital to finance her growth and development, and much of Canadian industry and mineral wealth is now owned or controlled by American investors.

Due to the location of M.S.U., the interests of many of its faculty members, as well as the programs already in progress, e.g., the Canadian-American seminar series, M.S.U. has a ready opportunity to meet the challenge raised by Canadian-American relations. To some extent, this challenge is one of increasing the awareness by American citizens of Canada and the problems it faces vis-a-vis the United States. As the House SubCommittee of Foreign Affairs stated in its recent report, "Lack of awareness is the chief spawning ground of the irritations that do exist (between the United States and Canada)", and "With greater awareness of common problems, our North American solidarity can be vastly strengthened."

In addition to increasing the general awareness of Canada on the part of its students, Michigan State University could perform a valuable service to citizens of both countries by sponsoring periodic conferences on specific problems which are common to both. There are many topics, such as the Great Lakes Waterway, labor relations, employment security, approaches to agricultural surpluses, international unionism, in which little of the Canadian experience is known in this country and which would be appropriate subjects for a conference sponsored by Michigan State University. It would be hoped that the proceedings of such conferences would be of a high quality and, therefore, suitable for publication and distribution.

International Trade Information and Business Archives

Michigan State can provide a useful and timely service in the field of international economics and business by undertaking the compilation and dissemination of some basic data relevant to the immediate area.

With the opening of the St. Lawrence Seaway providing a boost in direct foreign trade and with Michigan's deep involvement in this trade, there is a need to document and disseminate information on international trade. Such a

program will have a two-fold purpose -- to provide the business community with new horizons of economic and business expansion in international trade and, at the same time, a rich field of research possibilities for faculty members.

It would be especially appropriate to assemble material on the automobile industry. International business archives which started with this industry would be a fruitful source of data on Michigan's economic development. It would also provide a basis for historical studies of the international business relations of a major American industry -- one which is clearly an important part of the image which other countries hold of the United States and of modern industrial society.

At the present time, all too little is known of the business firms and other economic groups in the Michigan region which have a direct interest in international economic relationships. It might be helpful to compile a directory of Michigan firms which operate plants or have affiliations in other countries, and also of those firms within the Detroit Customs District which engage in international trade. Such a directory would contain the name of the firm, its address, location, and identity of its foreign operations, the type of goods imported and exported, the country of origin or destination, the dollar value, and other similar data that might be available. Also included in the directory would be the financial institutions, freight forwarders, and other business and trade groups interested in international trade and commerce. Such a directory would call attention to the growing importance of Michigan's involvement in international economic affairs, and might serve to stimulate greater interest in the possibilities, prospects, and problems of foreign trade.

Placement Center

To provide improved service for both students and prospective employers, it is suggested that the Placement Service maintain personnel whose major interest is the placing of persons interested in working abroad. Improved placement would encourage students with such interests to adequately prepare for such assignments. Increased contact with such organizations might suggest further improvements in training needed by our students.

Scholarly Journal on Technical Assistance

Another on-campus service program to complement teaching, research activities and overseas projects would be the publication of a scholarly journal in the field of international problems with special reference to technical assistance. Such a publication could draw, in part, upon the experiences of faculty who have been engaged in overseas projects and would provide publication possibilities for the expanded research program. In addition, such a publication provides an intellectual forum for scholars in other institutions, here and abroad, who have similar interests. It is possible that this journal could be developed in such a way that it also fulfilled the purpose specified earlier under research; more detailed study and planning is needed on the nature of and market for such a journal or journals.

At Home But For International Sojourners

National Language Training Center

Reference was made earlier to such a language center. Much of the work of this center would be within a framework of academic programs, or concentrated programs functioning through a term or longer. Still it is likely that other programs would develop which fit the continuing education category or, while designed for adults, are organized in such a way as to fit either category. In any case, it is an important service for those about to

go abroad. Many of the potential clients will be faculty at Michigan State University and perhaps other institutions, government employees in many different agencies, and employees of business firms operating abroad.

Communication Training Program - Foreign Participants

The program now underway in which ICA foreign participants have a brief communications training program is endorsed. While the amount of time available under the program is too brief to do much more than introduce the subject, the program shows good promise that its efforts to enable the participants to look at themselves and what they are trying to do in their culture can be useful. It is hoped that an evaluation of this program can be made in the near future by an interested but non-partisan observer able to visit a sample of these participants in their home culture.

Communication Training Program - U.S. Technical Assistance

The U.S. has myriad technical assistance or cooperative programs which involve sending a large number of subject-matter experts to a variety of countries. It is recommended that M.S.U. take the lead in developing communications training for these persons. What is envisaged immediately is a short course in communication theory and practice which would prepare the U.S. expert to recognize communication problems which might arise and would offer him some possible solutions. Much of the preliminary work for such a course has already been done by Michigan State communications' persons in preparing courses for groups of specialists within the United States and for foreign participants in the ICA program. This material can be adapted to the needs of U.S. persons going abroad with little difficulty, and improved as research is expanded. Further, the University has a considerable pool of persons who have had experience in teaching, development, and evaluation of such programs. Within the government, there is a considerable

degree of awareness of need for such training. It is possible that this proposal might be carried to fruition entirely through government contract. This proposal would combine the experience which Michigan State University and the National Project in Agricultural Communication have had in similar programs.

Other Training Programs - U.S. Personnel

The establishment of special programs for university, government, and business personnel assigned to overseas operations deserve attention. With the growing involvement of the United States in international affairs, the number of Americans going overseas is increasing rapidly. In 1947, about 436,000 Americans traveled overseas; in 1957 the number will exceed 1,450,000 -- excluding Canada and Mexico. In 1956, there were more than 100,000 American civilians working abroad on a full-time basis, approximately divided as follows:*

U.S. Government and Government Contracts	37,000
Religious Missionary Organizations	28,000
American Business Enterprises	24,000
Students	10,000
Teachers and Scholars	1,500
International Organizations and Agencies	3,000
Voluntary Agencies and Philanthropic Foundations	1,000

To these figures might be added the wives or dependents of personnel at work abroad, the unknown number of Americans who work directly for a foreign government or a foreign business, or who are self-employed in foreign countries, and the one million American troops stationed outside the continental limits of the United States.

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* The Art of Overseasmanship, edited by Harlan Cleveland and G. J. Mangene, pp. 11-29.

Every effort should be made to enable such personnel to learn as much as possible about the cultures in which they will live and work, and the institutions with which they will operate.

Michigan State University can contribute to the realization of such a program. At the same time, with limited resources, it is neither possible nor desirable for Michigan State to initiate the service programs that will cover all four corners of the earth and to try to meet the diverse demands of various interested groups.

In addition to individuals about to go overseas, the University has obligations to other groups and individuals as they carry out their duties relating to international affairs. The University has the same obligations to the public on such matters as it does in other areas of its competence, as long as such service does not conflict seriously with the other functions and obligations of the University. It is believed that with the experience now gathered in overseas projects and with the proposed expansion of research, a considerable number of these opportunities will develop. Michigan's location in the mid-continent, yet with labor and business groups aware of international problems and responsibilities, adds additional reasons why programs at Michigan State are appropriate.

Developing Adult Education Programs Abroad

Michigan State, as the pioneer land-grant college, has a rich opportunity to develop and promote the land-grant concept of service. Over the years, it has accumulated a wide range of experience which could be utilized in helping people in other countries, especially in underdeveloped countries, help themselves. It is proposed, therefore, that Michigan State undertake to assist interested overseas universities in developing programs of continuing education, particularly for business and labor groups. Toward this end, faculty

and adult education leaders from the particular country could be brought to Michigan State to study and observe the tools and techniques utilized in the M.S.U. programs, so that upon their return to their own country they would be able to participate in the development of similar educational service.

As an example, Michigan State might establish an international training program in workers education. One facet of the project would concern itself with specialists who are already active in worker education, either in trade unions or government. The other phase is designed to enable persons who are desirous of entering the field of worker education to learn the necessary tools of trade.

The state of Michigan provides unique opportunities for this kind of program. Not only is it a heavily industrialized state, but its labor is strongly organized. The Michigan labor group has done more in worker education than any other state. The labor program service of the Labor and Industrial Relations Center has developed a worker education program which is recognized as being one of the best and largest programs of its kind in the United States. Furthermore, in the last two years, this Service has acquired experience in working with other nationals. For example, during the summer of 1958, the Labor Service conducted a five week program for 13 trade unionists from nine countries.

Programs for Foreign Students

Another problem area on which there was general agreement that present arrangements fell far short of those needed, related to the arrangements for foreign students attending American universities. The problems apparently extend from the determination of uniform standards for acceptance, to the maintenance of continued contact upon the student's return to his home country.

Many foreign students and those who work with them apparently feel that much more could be done to help foreign students understand our culture and our university life and, where necessary, adjust to it. Many also express the feeling that too little attention is paid to their interests and background in such matters as housing, dormitory and cafeteria diets, and curriculum guidance.

It appears that relatively minor adjustments could result in significant improvements in our programs for foreign students. First, one of the greatest needs appears to be the development of competent, interested guidance at the point of the student's professional contact. The solution to this problem appears to depend upon the development of competent foreign student advisors within the subject-matter departments which attract significant numbers of foreign students. The seminars lacked adequate time to pursue the many ramifications of this problem but hoped that these topics would receive the serious attention of the special committee dealing with foreign student problems.

There was recognition, but no recommendation, by the seminar that the problems of orientation and adjustment of foreign students to our University life are still largely unsolved. Too often foreign students return to their countries and become our greatest and least-balanced critics. This does not mean that universities should attempt to convince students from other countries to adopt our values, but it may mean that universities are making little or no attempt to interpret our society's cultures and its values to students from abroad. We certainly can ill-afford to fail to provide this service. It would in many cases measurably improve the foreign student's benefits from his American university experience, and in most cases, would increase the number of persons in other countries who could accurately understand our goals and values.

The number of foreign students in American universities has been growing for several decades. With further increases likely, it is vital that universities give serious attention to developing adequate programs.

Develop Graduate Internships

A closely related suggestion is the need for the expansion and/or development of graduate student internships in government and private agencies working in the international field. Many such organizations put heavy emphasis upon experience in their staffing; yet there is relatively little possibility of obtaining such experience other than as a trained professional. Efforts should be made to develop graduate student internships which would enable selected students to gain the desirable overseas experience as a part of their total graduate program. It was agreed that such a program would be in addition to and not a substitute for the formal academic training normally expected in a graduate program. Detailed recommendations were not developed to implement such a program, particularly since many of these need to be planned at the departmental level.

Abroad

Overseas Operations by the University

Over one hundred Michigan State faculty were on overseas assignment during the 1958-59 academic year. Hence, it is understandable that emphasis should be given to making these experiences more useful to the University faculty. The contract projects have provided many staff members with opportunities to gain knowledge and experience of foreign cultures. Many have used these opportunities to prepare and publish articles in English or other tongues. They have provided a consciousness of international problems and degree of sophistication regarding them in the campus atmosphere. It is believed, however, that improvements can be made which will (1) make

the foreign assignment a deeper professional experience and (2) provide a more significant carry-over into the on-campus programs. A number of recommendations are made. Some of these duplicate earlier discussions, but are briefly repeated here so as to focus on these issues. In relation to overseas operations the University should:

Consider additional programs in any field or fields in which it has strong competence, adequate staff, and well-developed campus and off-campus programs.

Develop programs on campus in the functional field for every overseas project undertaken, to ensure that the overseas project will be supported by campus staff and a body of experience. A university should not try to do abroad what it is not doing at home.

Strive for a combined teaching, research, and extension activities. Specifically, research should be built in as an important integral part of the project.

Direct activities primarily towards the building of educational institutions which will make the association of a university group appropriate and profitable; preferably institutions whose programs will have an important impact upon their society.

Provide opportunity for a significant professional development of the university staff in the overseas project, or in the directly related on-campus programs in which the overseas staff will be associated.

Improve the selection of staff, assignment of roles, campus preparation, in-service integration of new overseas staff, language proficiency, and the reintegration of returning staff into campus assignments.

Request the overseas staff to assist the library in developing its foreign collections; the library should have funds for this purpose.

Review courses, curriculum, extension programs, faculty seminars, conferences, basic and applied research programs, and means of advising with foreign students to take fuller account of the changing interests and qualifications of the University faculty. Encourage returning faculty to publish significant reports on technical assistance processes.

Overseas Centers

One of the services discussed at some length was the establishment of overseas centers, perhaps in conjunction with overseas projects. These centers conceivably could provide a host of services for the academic community of this and other countries. Among other things, they could arrange visits and exchange programs for faculty of the universities of the countries, provide information, orientation, and guidence to foreign students contemplating coming to Michigan State, serve as organizing points for research staffs working on research projects in other countries, and serve as centers to gather library materials for the Michigan State University library.

Since they do appear to offer the possibility of serving many useful functions in our total international program, it is suggested that further consideration be given to the establishment of one or more such centers.

Criteria For Service Projects

The extension or service projects outlined above reflect the view that at Michigan State much emphasis has been given to the development and implementation of overseas projects, and too little attention to the concurrent development of less spectacular service activities, many of which would return substantial dividends to our society and to other academic communities. Unless the latter are developed along with the former, the University will fail to gain the full returns possible from its expanding participation in international programs. It is expected that the projects listed above would

develop gradually and unevenly. New projects may come into view which are appealing to particular faculty members and administrative officers. Two of the seminars developed criteria by which such new proposals might be evaluated. It is hoped that this set of principles will serve as a guide for the selection and implementation of any service program which might be undertaken by M.S.U. whether confined to the university campus, the Michigan area, or overseas.

1. The program should be valuable and productive, not only in its own right, but in terms of the on-going function of the University. Any service activity to be successful must command the respect and active support of competent faculty members. Otherwise, it is not likely that the service activity can be sustained at a high level and provide the proper benefit to both the recipients and the university. This implies full consultation as far as possible with the faculty who will be expected to participate.

2. The program should contribute to the professional growth of the participants. In many cases this will mean that there must be a high correlation between the project and the participant's research interests. In some cases participation will change the focus of a man's professional aspirations or provide a new dimension. In the case of overseas projects, there can be no doubt that a perceptive, intellectually active person will gain in personal and professional competence by experience in a different culture, and that this person will find ways after his return to integrate the new experience into his teaching and research activities. It is not enough, however, to rely on individual desire and to express faith in "an ultimate broadening of the educational base." Devices can be built in at modest additional

cost to promote the integration of these experiences into the regular program of the university and provide large returns.

3. The University usually should have a comparative advantage in conducting the activity under consideration. This is particularly appropriate in considering overseas projects. There are many technical aid and educational activities which will yield positive results. A number of these do not fall within the purview of any university's special competence, and even more are not appropriate to this University. Projects should be carefully examined to insure that the University is better equipped to staff, administer, and conduct the programs selected than private enterprise, foundations or government agencies. In domestically located programs, comparative advantage may be a function of location, such as the M.S.U. foreign students, or the closeness to the export oriented Michigan industry and labor unions.

4. It must be recognized that the resources of the University, and especially of any one department are limited, and therefore, only a restricted number of service projects can be implemented during a given period of time. Each service project, whether at home or abroad, will necessarily put a drain on the time, energy, and in the case of overseas projects -- presence on campus of the participating faculty members. One of the costs of service projects on campus or overseas is in terms of things not done. The alternatives considered should include not only other overseas or state extension projects, but also individual research at home or abroad as well as on-campus teaching. (It was pointed out in Chapter III that one of the most important contributions to international education is to improve the understanding of American students). In short, since resources are limited, maximum

values are obtained by devoting resources to the most productive of all available activities.

There is some reason to believe that the University does not, or has not, fully reckoned the costs of overseas programs. It is usually pointed out that some agency outside of the University finances all out-of-pocket costs plus a certain amount for general administrative overhead. This procedure does not, however, reckon the larger sacrifices inherent in such projects.

As indicated, overseas projects may constitute a diversion of faculty personnel whose normal function is teaching and research, into administrative or coordinating tasks. Even if the activities are other than purely administrative, too frequent rotation of faculty personnel breaks the continuity of the on-campus educational process and individual research projects; this is especially difficult at the graduate level. Moreover, even though funds are available to hire replacement personnel, it must be pointed out that provision of additional funds cannot increase our society's immediately available supply of experienced teachers and researchers.

On the other hand, service projects overseas and at home can complement research and teaching activities. They may provide needed training and experience; they may help identify critical problem areas. But if service projects are to do this, there must be developing programs of research and teaching which can use this help.

5. Finally, it must be recognized that a service activity will fail in its objective if the recipients of the service do not derive benefits which are proportionate to the time, energy, and resources invested by the University and themselves.

CHAPTER VI

STRUCTURING THE UNIVERSITY

Overall Problems

In structuring an international dimension to the University which takes account of the interrelations between the American society and the rest of the world, it is necessary to have imaginative and flexible administrative arrangements. Structures need to be geared to a midway course between over-specialization and over-dispersion. On the one hand, international affairs must not become the sole responsibility of a number of specialists isolated from the rest of the University. Such a procedure limits from the start the opportunities to influence large groups of students and adult citizens. Nor should the work become diffused thinly throughout the institution with no particular center of responsibility or abiding interest. This procedure leads to the twin dangers of superficiality and low priority. Thus, while the University should strive for widespread involvement, it also needs to develop special cores of interest intimately related to the international problems, and with a responsible administrative officer interested both in breadth of programs and in depth of analyses.

It is possible to concentrate responsibilities for the study of international trade, communications, politics and/or other problems, each in a small center or institute. Such centers can be organized so as to turn out very excellent research work and contribute significantly to the understanding of particular problems. The relations between such a research center and the rest of the University often, however, leave much to be desired.* The centers tend to be isolated in part from other scholars in the University. The work they do is published and circulated to specialists,

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* See John Gange, "University Research on International Affairs", American Council on Education, pp. 24-54.

but too often does not find its way into the courses and curriculum of the institutions in which they are located. In addition, workers in many centers tend to be isolated from graduate students, from general professional questioning and from the experiences of joint teacher-student planning in the writing of an acceptable Master's or Doctor's thesis. This isolation has its impact upon the special research center through unduly focusing the concern with the problems of the specialist. More concern and interchange with less knowledgeable colleagues and students would lead some individuals to research, lectures, and publications which deal more closely with the problems with which national society and interested citizens are grappling.

There are few professions in which a man can be thoroughly competent without being aware of its international origins, ramifications and current developments. Even though this is true, relying on this fact alone leads to danger also. A general awareness of the Roman origin of the legal structure does not necessarily lead to systematic study of the cultural adjustments in the basic Roman legal concepts, or the knowledge that Japan is an important exporter to systematic study of trade relationships in the Eastern Hemisphere. Moreover, for many purposes it is necessary to bring together information from several disciplines in order to have a comprehensive picture of the relationships between various national units and groups of states. It needs to be emphasized that America's international challenges require competent integrators and generalists even more than do domestic policy issues -- important though the latter may be. The voices of a variety of experts on internal problems may be heard by the general public and the national Congress, and can be related to each other and to the general knowledge held in common. At the international level, the number of voices are far fewer and the knowledge held in common is much more limited; hence,

it is so much more important that those speaking do so with a comprehension of the multiple character and broad interrelationships of international problems.

The relations between states and cultures is a problem of all the people all the time, particularly in a country with the international power and responsibilities of the United States. The relations with other cultures are inextricably intertwined in our daily life. It has become trite to point out food, clothing and other goods derived from other countries. It is equally valid to point out that nearly every day, we are participating in decisions which can have a profound effect upon other countries. This includes not only such major but terrifying decisions as whether to build installations for missiles and bombs, but also such personal and intimate decisions as who is to attend a particular school, whether a piece of cloth stamped "Made in Japan" should be purchased, or whether next year's vacation should be taken some place in the United States, in Europe, or in Canada.

To avoid the twin dangers of excess isolation and over-diffusiveness, specific responsibilities for considering particular phases of the international role must be allocated in various locations throughout the University with coordination and stimulation in some central office. There must be a clearly defined role and special responsibility residing in this office, but it should not be conceived as having sole responsibility for all programs dealing with the interrelations between cultures. Still, the diffused local areas of responsibility must be brought together, to interact with each other in such a way as to encourage the growth of competent scholars with the ability to perform as generalists.

Another overall problem facing American society is how to increase the effort devoted to the creation of knowledge dealing with the interrelations of cultures. While progress has been made in this work in a number of institutions, the need for this information has galloped far ahead of the staff capable of developing this information. The need exists at various levels. There is the research by specialists for the use of other specialists. There is the knowledge prepared by specialists for administrators and for those in functioning programs in international affairs. The third need is the distribution of knowledge (including its creation in proper form by extension specialists) for the adult citizen. Closely associated is the preparation of materials suitable for teachers in imparting knowledge at different student levels. Structures within the universities (and in other educational systems) which will accept, integrate and develop these larger programs for considering international relationships are needed.

Attention has already been given to the need to develop competent generalists. However these may have different characteristics. Some problems require individuals functionally competent with one aspect of a culture or limited area of the world and able to relate broadly to other aspects. In other cases, the need is for individuals able to deal intelligently with inter-area problems. For example, as foreign policy evolves for dealing with Latin America, the Middle East, the Far East or Europe, it needs to be correlated so that decisions made in one area do not provide impossible problems when extended to another area. A third type of generalist is the individual following a functional problem in several geographical locations. Such a person, for example, might study the impact of the United States' wool tariff and internal wool subsidies upon selected countries producing wool for export, including Australia, Argentina and South Africa, and

similarly for other farm products. Another person might be concerned with the adjustments involved in structuring educational institutions with programs to teach new technological processes.

Still another general problem is the maintaining of communication within the University. Suffice it to say that this should be in several directions and at several levels. One set of communication relations involves people working in several disciplines on similar problems or in the same cultural area. At another level, communication must be maintained between the internationally oriented and the domestically oriented teachers and research workers. A third set of communication relations involves those working in extension programs in public affairs (whether at home or abroad) and those who are doing research -- the research pioneering referred to in an earlier chapter. Communications in these respects also help insure that knowledge and concern with the interrelations between societies are not lost as the majority of the faculty grapple with our society's internal problems.

Developing and Strengthening Faculty Competence

The key in building any program at any university is attracting, developing, and holding faculty members competent in the subject matter being stressed. Today, with the rapid rise in the need for people to deal with the relations between societies, major emphasis must be placed on the development of competence and its subsequent utilization. While there are many faculty members with experience, knowledge and interests in foreign areas, their latent potentialities need to be transformed into teaching programs, text materials, research monographs, policy statements, and clear analyses for the general citizen. In doing this, in focusing on vital issues and meaningful alternatives, the learning process continues, and they become

better teachers and research workers. The suggestions which follow are aimed at further strengthening such developments.

A continued liberal policy on sabbatical and other leaves will permit maximum use of outside opportunities for training and experience. Much can be done, however, in encouraging such arrangements in specific ways. Regular exchanges with particular foreign universities and for certain kinds of studies can build central foci of competence rather than dissipate resources widely. Such developments lead to stronger exchange programs; in addition, they build competencies and interests in both countries with those who do not go abroad. In some cases also, small additional resources -- a graduate student, expenses for interviewers, or for local travel -- may make a sabbatical year or Fulbright scholarship much more meaningful.

This, however, is only the beginning. The talents and experiences must be utilized in systematic on-going efforts. New opportunities need to unfold for the faculty member who has developed and demonstrated competence. Encouragement of further efforts to deepen and broaden his understanding are essential. These may come as challenging new courses or modifications in existing courses; they may come as the individual is attracted to or stimulated to develop new research ideas and explore their ramifications; or they may come as the faculty interact with adult citizens, government administrators, or Congressional committees. A principal function of the University in responding to today's international challenges is to provide these stimulations and opportunities.

As these programs are undertaken, they need to provide a deep involvement of a limited number of departments who have a special contribution to make to the major problems of American decision-making, such as outlined in Chapter II. Systematic and comprehensive research work and complementary

seminars and courses are essential to develop a thorough understanding in the work undertaken. In addition, a diffusion of interest throughout much of the University is essential for their effectiveness. This procedure represents an important involvement for six or eight departments, including their chairmen, and a strong intellectual interaction between faculty oriented to domestic problems and those oriented to international problems. In this way, the important mutual interrelationships of other countries and the United States can be dealt with more adequately, rather than overlooked. Awareness of these interrelationships is so important to United States decisoon making. They also contribute to increasing the effectiveness of United States' operations abroad.

An emphasis upon research in international affairs cannot develop adequately without a general university environment favorable to research. Concomitant efforts to strengthen and expand domestically oriented and internationally oriented research reinforce each other as well as identify areas where close complementarity exists. To specify the policies and procedures needed to provide an atmosphere stimulating to research is a chapter by itself.* Recognition of research contributions in prestige, promotions, stimulating courses, seminars and the assignment of graduate students are all part of the picture. Even more important is the knowledge that the ideas developed and recommendations made are recognized as decisions are made at various levels in society, beginning in the university and extending outward.

In many of the social sciences, international or inter-cultural relationships are considered to be marginal to the main course of the disciplines. Individuals interested in international problems often find themselves trying to travel two roads -- one reflecting their major interest, and the other

* Moreover, this question is among those considered by the Committee on the Future.

the necessary road to professional advancement. Thus, a man may be willing to spend a year or two on an international problem, after which he wishes to deal with something leading to a professional paper in the domestic field. While complete concentration on one or the other may not be desirable, the dual efforts often lead to limited competence in both. Furthermore, personal problems enter the picture. The individual may be willing to spend much time overseas until his children are ready for high school, after which he wnnts to remain primarily in an American location for some period of time. Or he may desire an available domestic alternative in case a serious illness affects some member of his family. Universities need to have imaginative personnel policies which reduce risks for individuals interested or potentially interested in international affairs. In addition, attention needs to be given to creating international opportunities which are professionally rewarding -- and which lead to a changing and broader concept of professionally excellent work. It includes influencing on-campus administrators and senior professionals to take leadership in changing the nationally held image of the able professional, thus narrowing the gap between America's international professional needs and the view of what the able professional is.

Many of these same considerations apply even when international and inter-cultural relationships are clearly and definitely within the normal activities of a discipline.

Many other positive efforts may be taken to develop a cultural environment for faculty and students to encourage interaction and probing on national and international policy issues. Seminars, distinguished visiting professors, policy statements from the university administration, short visits by scholars in international affairs and by statesmen dealing with such problems, art and music programs by foreign artists, all can contribute.

A combination of activities with solid academic content, a general university posture, and interesting cultural events, will reinforce each other and lead to a greater effect than any one of these by itself.

Nature of Desirable Administrative Structures

In earlier chapters attention has been given to programs and concepts. There probably are several ways in which an adequate administrative structure can be established, provided the individuals involved have similar concepts of the work which needs to be done. The structure outlined here may not be the most desirable when the total problems of the University are considered; it is believed that the structure described below is a practicable organization which can have considerable leverage and influence in increasing and deepening the attention given to international affairs. In any case, it will serve to present the procedures which seem appropriate to a major development at Michigan State of a program dealing with the interrelationships between nations and cultures. In other universities, or as new administrative structures evolve at Michigan State, changes in the structure may be desirable. The goals and major procedures would be much more permanent.

The general goal is to expand and deepen the involvement of a limited number of substantive departments in teaching, research, extension, and to encourage a general concern for cross-cultural and cross-national problems. To provide this international dimension requires stimulation, guidance, financing, and recognition to the departments and their members. As programs develop and as the international dimension pervades a department's operations, various ways will be found to support the new programs, both financially and administratively. As this occurs, the general structures outlined here may play a smaller role, though still an important one, by

supporting key and basic activities, by providing a secure long-time base for department members, or by stimulating related activities in other parts of the university.

It is recommended that a Center for International Studies be established on the Michigan State campus. Before discussing the functions of the Center and the justification for such an additional administrative unit, attention is given to its relationships to other parts of the university.

The work under the sponsorship of the Center will need to be related to the on-going programs in the departments and colleges. As such, they fall within the purview of the several Deans, the Provost, and of the proposed Faculty Educational Policies Committee. In its stimulation of research, the Center will carry on activities of interest to the Vice President for Research and Development. Equally apparent is the need to relate the program and budget procedures to the overseas projects of the University and to the mandate of the Dean of International Programs respecting the on-campus development. There needs to be a common approach among these entities. Two proposals are made which will relate and synchronize the policies of the Center with the total university.

At the administrative level, it would be desirable for the President to establish a board or committee consisting of the Provost, the Vice President for Research and Development, and the Dean of International Programs as permanent members with two Deans from interested colleges serving on a rotational basis. The Director of the Center should be a member of this group or serve as Executive Secretary. This board or committee would give attention to budget procedures, travel allowances, procedures for assigning research responsibilities to colleges and departments, and similar administrative problems. It would have no direct responsibility for over-

seas programs, though obviously the latter will influence the evolving campus program.

At the overall faculty level, there will need to be a relation to the Faculty Educational Policies Committee. It is suggested that this committee establish a subcommittee to deal with the international dimension to academic programs. This subcommittee could serve in an advisory role to the Director of the Center and possibly to the Dean of International Programs as well. At the same time, it can review recommendations and policies with respect to course offerings, research emphases, relations to overseas programs, possible certificates of accomplishments and curricula. The subcommittee also would channel many of these recommendations to the overall committee, where they would be related to the total university program.

These procedures would facilitate a comprehensive and integrated approach. Moreover, they would insure administrative recognition and faculty support for the expanded program within the several interested colleges.

The primary function of the Center would be research/stimulation, though some of its funds and operating committees would be devoted to the development of courses, teaching programs, and to off-campus education. The Director of the Center would function through the Dean of International Programs, following policies established by the board of administrators. Chosen for his distinction in research, the Director would need the advice and counsel of additional faculty members (also distinguished for their research and academic achievement) drawn from different disciplines and with a variety of cultural experiences. Whether this Research Council would be the aforementioned subcommittee of the Faculty Educational Policies Committee or a separate group chosen for specific research competence, is not yet clear.

The principal functions of the Center for International Studies will be to:

a. Give emphasis to basic research in allocating financial support to administrative units of the university.

b. Stimulate and help develop programs, seminars, and conferences leading participants to a greater knowledge of and concern with America's international responsibilities.

c. Help develop an expanding pattern of activities within the university dealing with the important interrelationships of nations and culture.

d. Encourage and help develop university-wide activities, such as seminars and conferences dealing with the important interrelationships of nations and cultures.

e. Assist interested departments and individuals develop projects and proposals for financial support of research or educational projects.

f. Serve as a clearing house on (1) International interests and qualifications of MSU faculty; (2) Faculty opportunities for research, study and employment abroad; (3) Student exchange opportunities.

g. Encourage and assist the library in building a major collection of materials dealing with all aspects of development, and with other appropriate international materials.

i. Establish and maintain evaluative procedures.

As indicated, a major function of the proposed Center would be the stimulation and support of individual and group research. It should operate in a manner similar to that of the Agricultural Experiment Station.

This means that the Center itself would have a small administrative and professional staff and would attain its objectives by supporting research in the departments. In order to be effective and have the appropriate "leverage" and influence to insure material and coordinated programs, it would need a substantial budget. With the advice of the Research Council and following established general policies, it would allocate funds to administrative units to support individuals and projects of mutual interest.

Most of the research would be functionally or problem oriented primarily of the nature described in Chapter IV, though subject to criteria which may be specified in a grant or contract. It would be important to have uncommitted general funds available to provide modest support to significant new ideas and individual research as they came along, without the necessity of a major document outlining the project and complicated negotiations in procuring support.

A major reason for recommending the establishing of the Center is to stimulate a coordinated program within the University as a whole so as to bring to bear the resources of appropriate disciplines on the broad areas of concern outlined in Chapter II. It has long been recognized that one discipline cannot provide all the answers to international problems. It was for this reason that a number of area institutes have been established in the past. It is now clear, however, that to provide an international dimension in university programs requires a substantial increase in the number of individuals involved, and a wider pervasion of concern within the normal programs of appropriate departments. Thus, the Center would develop programs with selected departments (in several colleges) to support and reinforce each other. These in turn would fan out and assist the Center in creating a total university posture and international environment.

Thirdly, when the university or groups of faculty members identify intellectual interests relating to specific international problems, a committee selected from interested and appropriate departments may be established, probably on an ad hoc basis. A committee might be interested in a substantive problem peculiar to one or common to many countries. If there is an overseas contract in this functional problem, the coordinator(s) would be member(s) of the committee. Responsibilities of each of these committees would be: (1) Identification of the character of university resources and activities pertinent to the problem; (2) Suggesting appropriate and competent research projects within the relevant disciplines; (3) Expanding liaison between the resident faculty, the project coordinator, and the faculty overseas; (4) Suggesting modifications of courses to implement appropriate university goals relating to the problem; and (5) Recommendations on ways to maintain and improve teaching competencies.

Recommendations and suggestions from such faculty committees would channel to the appropriate special committee of the Faculty Educational Policies Committee. In general, the objective should be systematically to utilize every avenue available to stimulate the individual faculty member to take account of international problems, to utilize opportunities which now exist to gain the requisite competence, and to provide additional such opportunities through the functioning of the Center for International Studies.

Fourthly, there will be a need from time to time for a special project (or committee) to enable one or more staff members to develop a new course, reorganize and reorient an existing course, and prepare the necessary text materials. Released time from teaching would provide an opportunity to make such changes more quickly. Obviously the university would make special arrangements only for courses of major importance, either in terms of the

number of students involved, or its critical role in important curricula. Such would be the case, for example, if it was decided that a Basic College course, required of some 3000 students, were to be revised so as to incorporate a major international dimension. Similarly if the university were to embark on a series of professional training short courses of three to six months for people definitely committed to work overseas, it would be appropriate to give attention to the content of the program. Some advance planning can be absorbed in regular teaching loads, but the importance of this work may warrant some extra effort.

Within the existing programs of the Cooperative Extension Service and Continuing Education Service, it is not difficult to encourage a significant number of out-state requests for speakers on international issues. There are, however, at least two difficulties in the present operations. Many of these requests for speakers come as additions to regular teaching and research programs -- thus leading to a dissipating of resources as energies are used in preparing speeches, leading discussions, and in traveling back and forth. At some point in these requests, faculty members will refuse to participate because time and energy do not permit.

In addition, responding to a series of more or less random requests does not provide an integrated and coordinated program of extension education. Effort should be given to defining the desired program, stimulating or creating local programs which emphasize the important issues which citizens need to consider.

These points lead to the fifth recommendation; namely, extension positions in some administrative units whose function is to develop and staff adult education programs in international affairs. If part of the salary, or all in some instances, were made available for adult education purposes

then the requisite drive and enthusiasm will be forthcoming. The individual receives recognition as he performs this function effectively, and does not view it as a time consuming sideline. By planning such positions in appropriate departments, it is possible to provide a long run relationship which will help assure continual up-dating of the technical content of the program -- a relationship which has long been recognized as desirable in the Cooperative Extension Service.

Nearly every department of the University has a series of symposia, seminars, of staff meetings in which current research, curriculum proposals, and other professional problems are discussed. From time to time, current departmental research in international affairs is reported. Some of these seminars now are on an interdepartmental basis, or at least invite outside participation. There needs to be an expansion of such meetings among those concerned with international affairs, and on an interdepartmental basis. Some communication will occur through the operations of the committees described above. Further emphasis is needed, however, to aid in bringing current research to the attention of possible interested faculty. Some of these can be arranged by bringing a group together for lunch or an afternoon seminar at regular intervals. In other cases when it is desired to stimulate general interest, more substantial effort may be required, even released time, so that participants can give effort to program implications and recommendations on the basis of the information presented.

A number of special programs have been recommended for teachers, for career workers abroad, etc. Administrative arrangements for these probably should be on an ad hoc basis, with temporary assignments for the duration of the programs. They might be sponsored by a department, several departments, a college, Continuing Education, or by the Center for International

Studies. Unless and until they become more or less permanent, there seems to be no reason to be unduly concerned with administrative arrangements. If they develop so as to appear long lasting, the considerations discussed in the sections above are appropriate.

Finally, it must be emphasized that the President's Office can and does have an important influence upon the University climate. Statements to student groups, faculty, and the general public which repeat and re-emphasize the University's concern with improving the understanding of the world scene are important. They support and stimulate those individuals who are working with such problems. Such statements strengthen the faculty's feeling that these are important issues, and that the concern of the general society with these problems is likely to increase, though probably not as fully as the specialist would like. Attitudes at lower levels of administration can also be stimulated to reflect a real concern.

Working together, faculty interest, financial support, and facilitating administrative structures can build from present competence to create the international dimension in American universities which are so needed to meet today's international challenges.

APPENDIX A

PERSONNEL IN THE SEVERAL SEMINARS

International Aspects of Education:

Edward A. Carlin, Dean of Basic College (Chairman)
Charles Blackman, Teacher Education
Wilbur Brookover, Bureau of Educational Research and Coordinator Pakistan Project
Walter Fee, Head, History and Social Science
Thomas Green, Foundations of Education (Executive Secretary)
Iwao Ishino, Sociology and Anthropology
E. O. Melby, College of Education
Miłosh Muntyan, College of Education
Herbert Rudman, Administration and Education Services
Loraine Shepard, Foundations of Education
Marvin Solomon, Natural Science
W. R. Stevens, Graduate Assistant

International Aspects of Communication:

George Axinn, Cooperative Extension Service
Francis Byrnes, National Project in Agricultural Communication
Paul Deutschmann, Communication Research Center, (Chairman)
Archie O. Haller, Sociology and Anthropology, (Executive Secretary)
Hideya Kumata, Communication Research Center
Malcolm Maclean, Communication Research Center
Bruce Smith, Political Science
John C. Street, English
Hans Toch, Psychology
Barbara Bray, Graduate Assistant

International Aspects of Economics and Business:

James Bonnen, Agricultural Economics
Harry Brainard, Economics
John L. Hazard, Marketing and Transportation Administration
Anthony Koo, Economics (Chairman)
Daniel Kruger, Labor and Industrial Relations Center
David G. Moore, Personnel and Production Administration
Howard Scarrow, Political Science
Lawrence Sommers, Geography
Hendrik Zwarensteyn, Insurance, Law and Real Estate Administration
(Executive Secretary)
Robert Herrmann, Graduate Assistant

International Aspects of Politics:

Arthur Adams, History
Frank Child, Economics
Lewis Edinger, (Spring Quarter), Political Science
Wesley R. Fishel, Political Science (Chairman after June 15th)
Guy H. Fox, Political Science (Chairman until June 15th)
Dale E. Hathaway, Agricultural Economics (Executive Secretary)
A. F. Jandali, Political Science
Charles D. Kenney, Social Science
Alfred G. Meyer, (Spring Quarter), Political Science
Charles F. Wrigley, Psychology
Marilou Mausteller, Graduate Assistant
Peter Sonnenfeld, Graduate Assistant

International Aspects of Cultural Exchange:

Norman Rich, History (Chairman)

Technical Assistance Proposals for International Programs:

Michigan State University Group in Vietnam
Denzel L. Carmichael, Education and Office Administration
John T. Dorsey, Political Science
James B. Hendry, Economics
Leonard Maynard, In-Service Training Specialist
John D. Montgomery, Academic Instructions
Robert G. Scigliano, Political Science (Chairman)
Ralph Smuckler, International Programs
Milton C. Taylor, Economics
Lloyd W. Woodruff, In-Service Training

Role of the University in International Programs:

John Useem, Sociology and Anthropology (Co-Chairman)
Wilbur Brookover, Social Science (Co-Chairman)
Karl Boedecker, General Business
Richard Chapin, Library
Walter Fee, History and Social Science
Jeanette Lee, Home Economics
Philip May, Comptroller
Milosh Muntyan, Foundations of Education
Russell Nye, English
Leonard Rall, Economics
Floyd Reeves, Administrative and Educational Services
Richard Schlegel, Physics
Gordon Thomas, Speech
Harold Tukey or Donald Watson, Horticulture
Edward Weidner, Political Science
Lawrence Witt, Agricultural Economics

Steering Committee:

Dean Taggart, International Programs (Chairman)
Ralph Smuckler, International Programs (Executive Secretary)
Arthur Adams, History
Robert Bandurski, Botany and Plant Pathology
Lawrence Boger, Agricultural Economics
Thomas Hamilton, Vice President for Academic Affairs
Russell Nye, English
Floyd Reeves, Administrative and Educational Services
Alfred Seelye, Dean, College of Business and Public Service
Bruce Smith, Political Science
John Useem, Sociology and Anthropology
Lawrence Witt, International Programs (after January 1958)

Integrating Seminar Committee:

Dean Taggart, International Programs (Chairman)
Dean Carlin, Basic College
Richard Chapin, Library
Paul Deutschmann, Communication Research Center
Wesley Fishel, Political Science
Howard Grider, Administration
Thomas Hamilton, Vice President for Academic Affairs
Anthony Koo, Economics
C. David Mead, English
Paul Miller, then Director, Cooperative Extension Service
Milton Muelder, then Dean, College of Science and Arts
Norman Rich, History
Dean J. Ryder, College of Engineering
Dean A. Seelye, College of Business and Public Service
Lawrence Witt, International Programs (Executive Secretary)

APPENDIX B

FACULTY EXPERIENCE AND COMPETENCE

The development of university programs which respond to international challenges rests heavily upon the competence and interests of the faculty. Given significant international experiences, substantive programs can be developed. Lacking such experiences, the first step would be their creation and development. There are a variety of ways in which the MSU faculty have obtained knowledge and competence in relation to other culture. Information was fragmentary on the extent to which the MSU faculty has taken advantage of these opportunities.

This lack of information became even more evident in the various seminar discussions beginning in the late fall of 1956. While all participants in the seminars knew of colleagues who had been overseas or were working on campus in programs of an international character, they had little basis for judging the scope of the interest and the breadth of the experience of the entire faculty. It was known, of course, that the overseas projects of Michigan State University were providing opportunities for members of the colleges to which the particular contract was appropriate. However, no one knew how many faculty had been overseas in less formal operations -- under Fulbright grants, foundation sponsored study programs, on leaves of absence and other arrangements. Nor did anyone feel able to speak for the faculty in regard to possible functional, cultural, or language interests of the present or near future. Most importantly, the possible research interests of the faculty -- research which might be done either in East Lansing or overseas -- were known only by bits and pieces.

Hence, during May 1958, a questionnaire was distributed to about 1,850 State Board of Agriculture (now Board of Trustees) appointed faculty members and about 400 similarly appointed County Cooperative Extension Service employees. From the first group, 1162 questionnaires were returned and from the second group, 50 were received.* The latter were tabulated with other questionnaires from the College of Agriculture.

The questionnaires provide strong evidence of the wide range of faculty interest and experience in many different cultural areas of the world. Moreover, the individuals responding work in every College. The phrasing of the questions separated out activities professional in character from those in which the international content was "accidental" or "tourist" in nature. Thus, overseas assignments with the Armed Services were reported only if the individual considered his work both "international in character" and "professionally significant", and even then it was listed separately. Visits as tourists were separated from professional activities.

Despite these adjustments and eliminations, strictly professional activities were reported by 415 of the 1,212 faculty members reporting, and included at least 740 such activities (no individual was asked to report more than three activities). These are shown as the first group in Table I. About one out of six reported "studying" outside the continental United States. Since study can be an ambiguous term, they were asked whether such study was for formal credit. Affirmative answers were received from half of these, 123 individuals or ten percent of the total faculty responding. In addition, 113 individuals reported 165 international experiences (that they considered

* The first draft of the questionnaire was developed by the subcommittee on faculty of the Study Seminar on International Aspects of Education. It was circulated to members of the other seminars for suggestions. A second draft was tested with some 20 faculty members and further revised before distribution. The testing, coding, and tabulation of the returns were done largely by Paxton Marshall, Graduate Research Assistant, or under his direction.

Table 1. Total international and intercultural professional activities reported by Michigan State University faculty, May 1958.

	All university	College of Sci. & Arts	College of Bus. & Publ. Serv.	College of Agriculture	College of Education	Other colleges
Direct professional assignment						
First activity*	415	134	44	92	21	124
Second activity*	215	74	28	42	10	61
Third activity*	110	37	18	22	6	27
Total	740	245	90	156	37	212
Study outside United States	218	93	31	25	3	66
Formal credit	123	54	23	10	2	34
Professionally significant activities in the Armed Services						
Activities	165	29	33	13	10	80
Participating individuals	113	22	21	11	7	52
Professionally significant international & intercultural activity in the U.S.						
Activities	285	69	48	43	26	99
Participating individuals	177	39	31	26	16	65
Travel as tourist	898	205	92	211	57	333
Total number of faculty	1628	349	190	509	144	436

* Also means number of individuals participating in direct professional assignments.

professionally significant) with the Armed Forces. To these may be added 177 individuals and 285 activities of an international or intercultural character performed within the United States. These data, of course, are not completely additive in terms of individuals. For example, a person might report activity in each category, and thus be part of the 415, of the 123, of the 113 and of the 177 in the four groups above. In another sense, of course, they are additive since such a person would have three, four, five or more professional activities of an international or intercultural character and thus presumably would be more qualified to participate in additional such assignments.

About three out of every four MSU faculty members reported traveling as a tourist or visitor overseas, 898 out of 1,212. Many of these were overseas in other capacities and visited a third country while there. Even so, there were over 100 individuals professionally involved in international or intercultural activities but who did not report any tourist visits. Adding these to the 898 suggests that about 4 out of 5 faculty members reporting have some kind of experience outside of the American culture. These latter items are mentioned only because they provide an indication of the possible rapport and general climate in which other faculty, more fully involved, will function. Much more important than the breadth of this experience, some of it superficial in character, is the depth of the experience.

Returning to the professional activities, 110 faculty members reported three or more overseas professional assignments (not including armed services or academic study abroad). Many other faculty spent a substantial amount of professional time overseas. Including those with intensive single assignments adds about 70 faculty members spending 24 months or more in these pro-

fessional activities overseas. Formal study outside the United States brings to over 300 the number with particularly intensive experiences.

An analysis of these strictly professional activities by colleges indicates that the individuals are widely dispersed throughout the university. The numbers are large, both relatively and absolutely, for the faculty in Science and Arts with almost 50 percent of the questionnaires returned indicating at least one professional activity overseas. (See Table 2). In the College of Business and Public Service (including Political Science and Economics), 39 percent of the questionnaires reported overseas professional activity. In the case of the College of Agriculture the percentage was 32 percent, though if the off-campus Extension Service personnel were excluded the figure would approach that of Business and Public Service. In the College of Education, 25 percent of the faculty reporting had professional assignments overseas. Virtually the same figure (27 percent) holds for the rest of the university taken as a group. Over one-third of the campus-based faculty have had at least one professional activity overseas, and in the university as a whole (including non-respondents), the figure is 25 percent or more.* It is clear that there already is a significant international dimension to the work of the faculty and that this is dispersed in the several colleges and departments. The development and further stimulation of this activity appears to be an important next step for Michigan State University.

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* A sampling of the names of non-respondents included a number of people with intensive international experiences. It appears that the non-respondents have substantially lower levels of participation, perhaps half that of respondents.

Table 2. Reported professional activity overseas as a percentage of total respondents by colleges

	All university	College of Sci. and Arts	College of Bus. & Publ. Serv.	College of Agriculture	College of Education	Other colleges
Number of respondents	1212	270	113	281	84	464
Reporting professional activities	415	134	44	92	21	124
Percent	34	49	39	32	25	27

How has this international professional activity been financed? Has it come from MSU's contract programs or have faculty obtained this support through competition for fellowships, scholarships, Fulbright grants, and similar programs? To answer this question, the 740 different activities reported by the 415 faculty respondents are considered. These include both the period prior to and after employment by Michigan State. It was indicated that 60 of the 740 assignments were Fulbright, Smith-Mundt, or foundation awards for post-doctoral study (See Table 3). There were a total of 93 such awards for all purposes. There were 126 other reports of research and study programs financed in a variety of ways, primarily through sabbatic leaves from a university. The largest number, approximately half, were in the College of Science and Arts.

The most important source of financing professional activities was 155 assignments under MSU sponsorship, including sabbatic leaves as well as formal projects. Almost equal in importance were U.S. Government assignments (102) and other colleges and universities (100). The remainder of the activities (290) were financed in a variety of ways, such as

through foreign governments, international agencies, business, church groups, or by the individual himself.* The evidence is clear that the contract programs of MSU provide only a minority of the total professional international experiences of the university faculty, perhaps 100 of the 740 activities. They do not provide even a majority of the current experiences being gathered. Thus, it would be a mistake to generalize from the existence of the contracts that these areas necessarily represent the areas of greatest competence and greatest interest. This becomes clearer if attention is turned next to the areas in which there is experience, and then to those in which there is an interest.

Table 3. Professional activities in other countries by type of assignment and method of financing

Financed by)	Type of Activity					
	Consultant	Teacher, lecturer	Post-doctoral study	International meetings	Other	Total
Fulbright, Smith-Mundt	2	7	24	0	1	34
Foundations	7	8	36	7	1	59
M.S.U.	33	38	41	23	20	155
Other colleges	14	47	18	10	11	100
U.S. Government	49	14	13	5	21	102
Self	4	9	34	11	20	78
Business	7	5	2	2	36	52
Other	31	30	18	9	44	132
Sub-Total	147	158	186	67	154	712
Unspecified	-	-	-	-	-	28
Total						740

* The latter probably includes sabbatical leave.

As might be expected, the geographical area with the greatest attraction is Western Europe with 276 of the 740 activities (See Table 4). Yet even this figure is relatively smaller than some might estimate considering the past cultural and scientific emphasis on the Western World and European educational developments. The next most important area is Latin America with a total of 129 activities -- a relatively large number. Lumping together the Far East and Southeast Asia provides a fairly large total of 59 activities. Adding in South Asia (but not the Middle East) brings this total to 95. There were 25 with experience in the Middle East, 21 in Australia and Oceania, 13 in the Soviet Union and Satellites, and 10 in Africa, south of the Sahara. There was another fairly large group of 103 activities in other areas near mainland United States -- Canada, Greenland, and Alaska. Fifty-two of these were by people who did not have international professional activity in any other area. There is little basis for making area comparisons with other universities; yet it appears that the experiences of Michigan State University faculty in Latin America and Asia are relatively high. Just as important is the evidence that there is a core group with knowledge and experience for almost any area of the world which might be selected.

When asked if they were interested in acquiring or increasing competence in another cultural area, 781 faculty responded positively (See Table 5). When asked to specify the area, 307 did not elaborate -- suggesting perhaps that interest was general and not very substantial. For the remaining 474, the most important areas were Western Europe (187), Latin America (125), South, Southeast Asia and the Far East (76), and the Soviet and Satellites (29). Africa and the middle East each elicited over twenty responses. The response here parallels the experiences reported above except that the Soviet

Table 4. Geogeaphical areas in which Michigan State University faculty has had international professional activity, by colleges.

Areas	All university	College of Sci. and Arts	College of Bus. & Publ. Serv.	College of Agriculture	College of Education	Other colleges
Western Europe	276	111	33	44	9	79
Latin America	129	44	7	46	6	26
Far East	39	15	6	5	2	11
Southeast Asia	20	3	3	7	3	4
South Asia	36	5	10	3	0	18
Sub-total	95	23	19	15	5	33
Middle East & (N. Africa)	25	4	6	4	1	10
Australia & Oceania	21	5	4	3	1	8
Soviet & Satellites	13	3	1	2	1	6
Africa (South of Sahara)	10	3	1	2	0	4
Other (mostly Canada)	103	31	10	23	6	33
No answer	68	21	9	17	8	13
Total	740	245	90	156	37	212

area ranks considerably higher and Africa somewhat higher. It again is clear that there is a substantial interest in Latin America, after Western Europe, and that each area of the world has its potential interested observers and analysts.

The knowledge of a foreign language is a criteria which in part may serve as an indication of interest and qualification for studies of the relationships between peoples of different cultures and nations. Among the faculty there are 44 different foreign languages which are read, spoken, or understood. Nearly all faculty members reported some competency but many of these were "a reading knowledge of French or German." The greatest concentration in the higher competency levels is in French, German, Spanish, Italian, Swedish, Japanese, and Russian in that order. Any numbers presented

Table 5. Cultural areas of first interest by faculty for acquiring or increasing competence by colleges.

	All university	College of Sci. and Arts	College of Bus. & Publ. Serv.	College of Agriculture	College of Education	Other colleges
Western Europe	187	41	16	43	13	74
Latin America	125	29	15	37	6	38
Far East	43	11	6	4	5	17
Southeast Asia	14	5	1	1	0	7
South Asia	19	6	5	1	3	4
Sub-total	76	22	12	6	8	28
Soviet & Satellites	29	6	3	5	4	11
Africa (south of Sahara)	23	1	4	8	0	10
Middle East & (N. Africa)	21	5	2	3	1	10
Australia & Oceania	13	1	1	3	1	7
Other and no answer	307	64	29	59	25	130
Total indicating interest	781	169	82	164	58	308

involve judging language competency, but there appears to be between 70 and 125 competent in the first three languages down to 6 to 15 for the last three languages.

Interest in acquiring or increasing competency in a foreign language was expressed by two-thirds of those reporting. The foreign languages interests expressed were concentrated in French (251), Spanish (223), German (184), Russian (96), Italian (21), Japanese (12), Swedish (12), and Arabic (8). The interest in Russian, Japanese and Arabic is higher than the present competencies. The faculty still does not put much emphasis on some languages of areas in which great international challenges exist. On the other hand, as a tool for increasing professional competence in the physical sciences, German, Swedish, and Russian certainly have much more merit than Arabic, Haussa, or Hindi.

In another part of the questionnaire, respondents were asked whether they read "professional books and journals in a language other than English." While a positive answer may become a matter of professional pride and hence may be partially discounted, still 372 members of the faculty reported positively. There were 155 in Science and Arts, 64 in Agriculture, 26 in Business and Public Service, 6 in Education and 114 in other colleges. These were split evenly between those who had and those who had not engaged in international activity indicating that there is a modest relation in favor of the letter. (Participants in international professional activities are out-numbered two to one by non-participants). A total of 130 faculty members reported "writing for publication abroad" (the language was not specified). About two-thirds of the total were people who were involved in other international activities. This indicates that their publication rate abroad is about four times that of the rest of the faculty, stemming most probably from the contacts they have with editors of foreign journals, overseas colleagues, and their ability to write more meaningfully for the foreign professional audience.

Potential interest in international or intercultural activities was obtained by a question which included the phrase "either on-campus or off-campus sometime in the next ten years." Of the 1,212 respondents, a total of 726 gave a positive yes, 129 a clear-cut no, and 341 responded with a cautious "can't say now."

The final indicators of widespread faculty interest lie in the responses to two open-ended questions. The first asked for projects of personal interest. A total of 326 faculty members described an international or intercultural project for which they themselves would like time and resources. A second question asked for a similar statement respecting Michigan State Uni-

versity, but not necessarily requiring his personal participation. There were 278 individuals who developed programs in this area. There are over 75 different proposals, even after putting together in one category the agricultural engineer, the teacher of English literature, and the botanist who wanted "to teach and do research in their specialty in another country." The lists and brief description of these proposals were distributed to the faculty members involved in the international seminars. They influenced the processes of the seminars.