DOCUMENT RESUME

ED 113 263 SO 008 665

TITLE	Education for Global Interdependence. A Report with Recommendations to the Government/Academic Interface Committee.
INSTITUTION	American Council on Education, Washington, D.C. International Education Project.
PUB DATE	[75]
NOTE	122p.
AVAILABLE FROM	International Education Project, American Council on Education, One Dupont Circle, Washington, D.C. 20036 (free)
EDRS PRICE	MF-$0.76 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Educational Assessment; *Educational Needs; Educational Objectives; Educational Planning; Educational Strategies; Foreign Relations; Futures (of Society); *Global Approach; Group Unity; *Higher Education; Interagency Coordination; International Education; *Public Affairs Education; World Affairs; World Problems
IDENTIFIERS	*International Cooperation

ABSTRACT

With upcoming global realities of interdependence in mind, this report attempts to usefully inform citizens, educators, and policy makers about worldwide educational issues. The result of a colloquy among representatives of a wide variety of educational interests and federal agency interests, the report provides recommendations for ways that colleges and universities might become more useful catalysts and partners. Recommendations include suggested actions by the federal government, state governments., educational institutions, and private foundations. Chapter one discusses the global setting, chapter two points to the national (U.S.) need for public understanding, and chapter three presents the national need for expert knowledge. Appendices relate specific occurrences and activities to the needs for understanding and knowledge.
(Author/ND)

Education for Global Interdependence

A Report with Recommendations
To The Government/Academic
Interface Committee

From

The International Education Project
American Council on Education

EDUCATION FOR GLOBAL INTERDEPENDENCE

A REPORT WITH RECOMMENDATIONS TO

THE GOVERNMENT/ACADEMIC INTERFACE COMMITTEE

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INTRODUCTION

Nothing is more certain than that Americans will live out the remaining years of the Twentieth century enmeshed in foreign entanglements. Whether those entanglements frequently so sullen and threatening -- can be changed into easier networks of communication and cooperation for trade, peace-keeping, and global viability generally is surely a stunning priority before the American nation in the years immediately ahead.

With these global realities in mind, the International Education Project of the American Council on Education and the Bureau of Educational and Cultural Affairs of the Department of State, in the Fall of 1973, joined hands in organizing several committees and task forces to address the central issues of education in the United States for an increasingly interdependent world.

The idea of bringing key academics and federal officials together to focus on this cardinal issue stemmed from a Philadelphia conference in 1971 and from a one-day conference held in May 1972 at the Smithsonian Institution in Washington. The former had been sponsored by the U.S. Office of Education, and led to the "Smithsonian Conference" which in turn was sponsored by the Bureau of Educational and Cultural Affairs of the Department of State. After the 1972 meeting, a small

follow-up steering committee under the direction of Professor Richard Lambert of the University of Pennsylvania and Professor Robert Ward of Stanford University suggested a series of government/academic task forces to address various aspects of the international education issue. When the International Education Project of the American Council on Education was established in 1973, it was asked to assume responsibility for the logistical support and overall direction of the task-force endeavor. With financial help from the Bureau of Educational and Cultural Affairs of the Department of State, the Ford Foundation, the Council on Library Resources, the National Science Foundation, and the Longview Foundation, five task forces met in late 1973 and early 1974: (1) Diffusion; (2) Overseas Professional Skills Reinforcement; (3) Transnational Collaborative Research; (4) Language Competencies; and (5) Library Resources. A Government/Academic Interface Committee was established as a general coordinating and policy council. Each task force prepared a report, and John Badgley of the Institute for the Rockies, Missoula, Montana, was commissioned to write a background essay.

Although these six papers served as the basis for some sections and recommendations of the report that follows, it is important to note that the present text goes well beyond the

deliberations of the individual task forces. Many academic associations; institutions, area-study councils, and research centers, and federal agencies have worked with ACE in developing additional insights and recommendations. This report, then, is the result of a fruitful colloquy among representaives of a wide variety of educational interests and federal agency interests.

Although some attention is given in this report to education for global interdependency outside colleges and universities, for example, in the primary and secondary schools, mass media, adult education, in-service training, the task forces and the Government/Academic Interface Committee contained only a handful of specialists drawn from these settings. As a consequence, our recommendations are heavily weighted toward the ways in which colleges and universities might become more useful catalysts and partners. There is obviously a further agenda of program reform that belongs in non-collegiate educative arenas and that is not elaborated in the report that follows.

Special thanks go to Granville Austin, Peter Lydon, Joel Swerdlow, and Sharron Edmonds for a wide variety of editorial and logistical services. Original or remedial drafts of Chapters 1, 2, and 3 were prepared respectively by Rose Lee Hayden, Stephen K. Bailey, and Richard Lambert and Robert E. Ward. Drawing upon comments from the members of the Government/Academic Interface

Committee, Stephen K. Bailey prepared the final draft, with the assistance of Rose Lee Hayden and Becky Owens. As Director of the International Education Project of the American Council on Education, he assumes responsibility for this text.

It is ACE's hope that the report that follows will usefully inform the deliberations of citizens, educators, and policy-makers in the months and years ahead. The matters considered are not trivial. They deal in fact with key issues of the viability -- indeed -- the very survival of the human race.

STEPHEN K. BAILEY, Vice President
American Council on Education
and Director, International
Education Project

SUMMARY AND RECOMMENDATIONS

Twentieth century wars, as well as dramatic technological and economic developments, have drawn the United States into a web of global interdependence.

There are no signs that the American people, even if they wanted to, could extricate themselves from these foreign involvements. The quality and the very security of their lives depend upon their capacity to understand and to negotiate with other nations. Nuclear threats, energy shortages, commodity prices, food supplies, environmental pollution -- these are examples of issues that are simultaneously and inexorably both international and domestic in nature.

Although some progress has been made in increasing public understanding of global interconnections, the American educational system -- viewed in the large -- is woefully backward in helping to prepare the nation's people for effective coping in a thoroughly interdependent world. Unless this condition changes, America will lack both informed leadership and an active citizenry capable of negotiating the troubled and dangerous waters of the future. It will also forego the cultural delights and intellectual opportunities that accompany interactions with

the best minds and creative geniuses of other parts of the world. In this sense, all will live lives of diminished humanity.

I. Suggested Actions by the Federal Government

1. Title VI (Language-and-Area Centers, graduate training fellowships, and related programs) of the National Defense Education Act should be reauthorized at present levels ($75 million), but half of the authorization should be designated for support of scholarly and professional development at the collegiate and university level (see Recommendations A, page 26; H, page 31; J, page 37; L, page 38; M, page 38; N, page 39; P, page 42; S, page 43; T, page 45; and U, page 47;) and the other half for a new and separate "Citizen Education" program focused on extending and improving general citizen awareness of America's global relations (see Recommendations B, page 27; H, page 31; and I, page 34).

2. Relevant federal agencies should stimulate a far greater and more creative use of excess foreign currency funds for the development of teaching materials and appropriate educational exchange arrangements. (See Recommendations C, page 28; and P, page 42).

3. A portion of the total dollar amount of all federal government contracts and grants to universities and colleges for activities involving global perspectives should be made

available to the central administration of colleges and universities to promote appropriate and effective linkages among disciplines, professional schools, specialized libraries, problem-oriented institutes, and language and area centers and programs. (See Recommendation V, page 52).

4. The President should ask relevant federal funding agencies to examine their grant and contract portfolios and procedures with an eye to increasing future allocations designed to broaden the global perspectives of college and university faculty and students. (See Recommendation G, page 31).

5. The Department of State and the Department of Health, Education, and Welfare should underwrite the production of a frequently up-dated directory that would alert the scholarly community to public, private and foreign sources of financial aid for overseas research by American scholars. (See Recommendation Z, page 64).

6. Congress should authorize a sum of $50 million for the support of the United Nations University. Annual appropriations toward the purpose should not exceed $20 million nor represent more than 25% of the total endowment-fund contributions of other nations. (See Recommendation W, page 57).

7. Congress should explore the desirability of establishing one or more quasi-independent boards or councils to serve as non-governmental facilitators between American college and university communities and consortia, on the one hand, and the educational institutions and governmental agencies of foreign

countries, on the other. (See Recommendation X, page 58).

8. The International Division of the U.S. Office of Education should report directly to the Assistant Secretary of Health, Education, and Welfare for Education, and should assist the Assistant Secretary in effecting Executive branch coordination of federal international education programs. (See Recommendation K, page 38).

9. The President should establish a Commission on Foreign Language Training. (See Recommendation O, page 42).

10. The Defense Language Institute and the Foreign Service Institute should explore with disciplinary associations and academic professional societies possibilities for opening D.L.I. and F.S.I. programs and facilities to a limited number of highly qualified academic scholars and advanced graduate students. (See Recommendation Q, page 43).

11. The Library of Congress should assist in the creation of a permanent secretariat charged with the planning and coordination, on both a national and a regional basis, of the foreign-area and international holdings of American research libraries. (See Recommendation BB, page 67).

12. Research-library support should be made available as a part of the necessary overhead of all international grants and contracts received by colleges and universities or sub-units thereof. (See Recommendation CC, page 68).

13. Congress should fund adequately the National Program for Acquisitions and Cataloging of Title II-C of the Higher

Education Act of 1965, as well as the Machine Readable Cataloging Project of the Library of Congress. (See Recommendation DD, page 68).

II. Suggested Actions by State Governments

1. State legislatures and state education agencies should undertake program initiatives and should strengthen appropriations designed to increase the global sophistication of those persons connected with or affected by state-supported educational institutions and programs. (See Recommendation D, page 28).

III. Suggested Actions by Educational Institutions

1. Colleges and universities should establish institutional and consortial task forces to examine the adequacy of curricular offerings and requirements, program facilities, and foreign student arrangements as these relate to improving the international aspects of postsecondary education. (See Recommendation E, page 30).

2. Two- and four-year institutions of higher education should cooperate with each other and with proximate secondary schools in designing course sequences related to global interdependence that cut across grades 10-16. (See Recommendation F, page 31).

3. Colleges and universities should expand computerized and other self-instructional language facilities and should facilitate interinstitutional cooperative programs for such

individualized study. (See Recommendation R, page 43).

IV. Suggested Actions by Private Foundations

1. The myriad small-, and medium-sized private foundations of the nation should underwrite international travel grants for scholars whose promise or proven credentials survive the test of competitive applications. (See Recommendation Y, page 63).

2. Major American foundations should establish an increasing number of scholarly way-stations in selected overseas locations where American disciplinary scholars can pursue scholarly activities in conjunction with colleagues from other nations. (See Recommendation AA, page 64).

THE GLOBAL SETTING

For the first 150 years of its existence, the United States of America was preoccupied with domestic growth and internal tensions. Its population was largely European in origin, but following the Civil War its educational system was designed in increasing measure to Americanize the polyglot cultures of 19th and early-20th-century immigration. Until the 1940s, the dominant motif of America's foreign policy was the stricture urged in Washington's Farewell Address against "entangling alliances." World War I was deemed an abberration, and its sorry aftermath was interpreted by most Americans as confirmation of the isolationist wisdom of the Founding Fathers.

All this is now history.

The brief generation that followed 1941 has once and for all destroyed America's insularity.

--- World War II involved American military operations in every time-zone on the face of the globe;

--- the atom bomb ended a war, but initiated an era of perpetual and world-wide anxiety and watchfulness;

--- the Korean and Vietnamese wars were both local civil wars and "international civil wars" in which America was deeply enmeshed;

--- the United States is a leading partner in the United Nations system which now includes scores of new nations that have only recently emerged from the "chrysalises of colonialism,"

--- jets and communications satellites have shrunk the earth to the size of an orange, and facilitated both international sense and mischief;

--- multinational corporations have stretched their strands of influence around the world;

--- American Presidents and secretaries of state find themselves involved constantly in putting out the tinder sparks of hostility around the world;

--- world finance has become a tangle of tensions as inexorable international economic forces have ripped into national economic habits;

--- newly self-conscious ethnic and racial groups in the United States have searched for identity and dignity through a rediscovery of distant areas of origin;

--- energy, environmental, population, incipient climatic crises, and possibilities of nuclear blackmail, have stimulated scholars, commentators, and statesmen to sound apocalyptic alarms for the whole human race.

John Donne's bell now tolls universally. The "One World" seen prophetically by a few American statesmen like Wilson and Wilkie decades ago has now arrived with the suddenness and ominousness of a clap of thunder.

The American educational system by and large has not adjusted to this new reality. With stunning exceptions, America's schools, colleges, universities, and professional and technical institutes

remain caught up in curricular and degree requirements that do not reflect the urgencies of modern global coping. Furthermore, a heightened vocationalism in a mass educational market may well be exacerbating the parochialisms of the American educational system.

And what we do not know can harm us. Unless something is done to compensate for its educational anachronisms, the United States may well lack the expert human resources needed to steer American public and private enterprises through the dangerous and uncharted international waters that lie ahead. Equally serious, this nation may fail to develop the widespread popular understanding needed for the political acceptance of the difficult trade-offs which are emerging as the necessary logic of our living in a perpetual state of global interdependence. If individuals do not recognize how dependent their fate and fortunes are upon events in distant places, they will surely continue to suffer as victims of those events. Even with increased awareness of global interdependency, people must confront the reality that social causality is so complex, human fears and passions so intemperate, ignorance so pervasive, and the instruments of rational therapy for the world's ills so primitive that luck as well as forethought will be needed if humanity is to escape intermittent catastrophes of global proportions. Blind dependence upon fortune decreases, however, as rationality increases -- at least this is the underlying faith of this report.

"WIRED TOGETHER"

The need for Americans to appreciate the web of global relationships has increased dramatically in recent years. As Dean Gerbner has written, we now live in a society in which "...we are wired together so tightly that a short-circuit can fry us all." In recent decades world interdependencies affecting all Americans have gone far beyond hereditary and cultural ties, or traditional diplomatic negotiations and distant military confrontations, and have become operationally immediate. They affect

--- the purity of our air and water

--- the heat in our homes and offices

--- the price of sugar, coffee, and gasoline

--- the level of taxes

--- the size of our armed forces

--- levels of employment and inflation

--- the image and reality of our future

Similarly, how America behaves can drastically affect commodity markets in Africa and South America, money markets in London and Zurich, unemployment in Japan and Germany, questions of life and death in the Middle East, famine in South Asia, budget allocations in China and the Soviet Union, and the stability of regimes in Chile.

Yet the human resources, institutional mechanisms, and public understanding needed to adjust the endless dislocations arising in the system are woefully limited. Formal instrumentalities tend toward the ad hoc on the one hand, or are dangerously hobbled by traditional sovereignties, protocols, and cartel mentalities, on the other. In consequence, frenetic personal diplomacy carries a larger burden than prudence could possibly dictate.

If Americans are to understand the impact of present and future global realities upon their own fortunes, and upon the fortunes of their fellow human beings around the world, and if America is to have both leaders and followers capable of dealing effectively with these complex matters, education for global relations must receive a new and sustained national priority and support.

THE EFFORT TO DATE

It is not that nothing has been done, although much of the progress made has not addressed directly many of the key issues of interdependence noted above. What has happened is that, through local institutional efforts and through sponsored state and federal programs over the past few decades, American colleges, universities, and schools have substantially increased the

nation's stock of knowledge about little known areas and cultures of the world. Consider the following items:

--- Thirty years ago, American experts on foreign areas could have been assembled in a small conference room. A 1970-1971 survey reported 3,800 language-and-area specialists in over 200 graduate-level programs teaching nearly 9,000 courses to over 65,000 graduate students of whom over 3,000 were training to be specialists. Over 200,000 undergraduate students were enrolled in foreign-area courses.

--- Language courses for these area programs enrolled more than 90,000 students.

--- The 200 graduate programs surveyed granted nearly 4,000 M.A. and over 300 Ph.D. degrees in the period 1964-1969. The number of all language-and-area degrees rose from 1,466 in 1958-59 to 5,185 in 1965-66, to 9,362 in 1970-71.

--- By the 1970s, nearly 300 technical assistance projects, involving hundreds of faculty members around the globe were being conducted by American colleges and universities.

--- Over 130 college consortia presently exist to serve program needs in international education that individual institutions cannot meet.

--- Approximately 700 American higher-education programs send American students to study and work overseas, while 300 two-way exchange programs are in existence.

--- Presently, there are some 200,000 foreign students enrolled in U.S. institutions of post-secondary education.

--- American university libraries and other research libraries have developed impressive holdings: for example, 5.4 million volumes on East Asia; 500,000 volumes in Arabic, Turkish, and Persian.

--- Initiated in 1972, Phase II of NDEA Title VI supports activities aimed at diffusing international knowledge more widely by stimulating a variety of projects focused on teacher training, materials development, and curriculum building.

These are impressive accomplishments. American academic parochialism has been significantly diminished. Few scholars today would echo young Santayana's description of the non-Western world as being made up of "interminable ocean spaces, coconut islands, blameless Malays, and immense continents swarming with Chinamen, polished and industrious, obscene and philosophical."

THE SHORTFALL

In spite of these efforts and accomplishments, however, the gap between the national need for globally-oriented citizens and present reality is growing. Problems of interrelatedness are increasing, while both public and private support for international education is dwindling. The following facts are noted, not to belittle past efforts, but to document a growing hiatus:

--- Only 3% of all undergraduate students, less than 1% of the college-aged group in the United States, have enrolled in any courses which deal specifically with international events or foreign peoples and cultures.

--- In 1973, a survey conducted by the American Association of Colleges of Teacher Education revealed that barely 5% of the teachers being trained have any exposure at all to global content or perspectives in their coursework for teacher certification.

--- The current average newspaper coverage of international events equals no more than one half of one column of newsprint per day. Virtually none of the newspapers in the United States has foreign affairs reporters on the payroll full time. Fewer than twenty-four have any staff specialists in the area of foreign affairs.

--- Notable imbalances characterize the nature of expertise among American specialists on overseas cultures and areas. Here are some disquieting "for instances:" over 100 million persons speak each of these major world languages: Arabic, Bengali, Chinese, French, German, Hindi, Indonesian, Japanese, Portuguese, Russian, Spanish, Swahili and Urdu. The number of Americans expertly trained in at least half of these languages is fewer than 50. Middle Eastern language enrollments in U.S. colleges and universities total only about 1,300 per year. Only a handful of these students become truly proficient in the language being studied.

--- Although impressive exceptions must be acknowledged, television coverage of world affairs is largely episodic, dramatic, and transient. According to a late 1973 UNESCO survey of 100 countries, only between 1-2% of the average television week on commercial and public television in the United States is devoted to international programs. This was the lowest average of any of the countries surveyed.

--- In contrast to the Soviet Union where, for example, 80 special schools in Moscow provide 10 years of intensive foreign language instruction (for pupils aged 7-17) in addition to their regular curriculum, foreign language instruction in American schools (already meager) is increasingly ignored. Never has the per cent of enrollments in modern foreign languages been above 27% of total secondary school enrollment. The highest per cent of total college enrollees, since 1960, was 17% in 1963. By 1972, the figure had dropped to 10%.

--- Despite our costly and debilitating war in Vietnam, Vietnamese language enrollments in 1970 in U.S. colleges and universities were appallingly low -- eighteen in all. For all Southeast Asian languages, only 214 students were enrolled in U.S. colleges and universities.

--- International specialists and scholars are disturbingly absent in certain fields. In a larger sample of approximately 5,600 area experts surveyed in 1970, only 2.8% were in the field of education; 3.7% in applied professional fields; and 5.6% in all the various fields which make up the humanities apart from literature and history. More disturbing perhaps, less than one-third of this national cadre of "experts" was functionally fluent in any foreign language, while 20% possessed no language skills whatsoever.

--- Multinational business enterprises do one-half trillion dollars of business and account for fully one-seventh of the world's GNP. Growing at a present rate of 10%, by the year 2000, one-half of the gross world product will pass through the hands of the multinationals. This monumental enterprise has involved relatively few language and area graduates. In 1970, only 3% of those with training in international education specialities were employed by business.

AN ADEQUATE RESPONSE

It is evident that there is a sizable gap between what has been accomplished and what remains to be done in the field of education for global interdependence. At the very least, this nation needs:

--- Political and governmental leaders wise about the rest of the world and capable of tapping expert knowledge.

--- Professionals, educators, and business, labor, agricultural, and religious leaders who can carry on informed, enlightened, and successful transactions in a highly-competitive and unstable world.

--- Scientists and intellectuals capable of working collaboratively with foreign associates in the solution of mankind's pressing problems such as energy, population, militarism, food, protection of the environment, health -- the list is long.

--- Well-informed and well-trained foreign-affairs analysts for the media, so that the public is not led astray in its assessment of global events.

--- Knowledgeable and talented intellectuals, scholars, and writers, who can study happenings abroad and interpret these intelligently to the American people and their leaders through books and specialized journals.

--- A globally oriented citizenry -- both in and out of school -- which is adequately aware of its relationship to the rest of the world, prepared to support as well as criticize the tough decisions which leaders must make, and capable of contributing to the necessary dialogues and political actions of a functioning democracy and an emerging world order.

These obvious needs appear at a time when rising domestic tensions, failure in Vietnam, disenchantment with the United Nations, disillusionment with foreign aid, neo-isolationism, apathy, and diminishing economic and educational resources characterize the present scene. While it is plausible that just as Sputnik stimulated an era of growth in international education, foreign control of crucial aspects of our energy supply will lead to expanded support for world-oriented studies, little hard evidence exists to support this hypothesis.

Many segments of society share the responsibility for the continuing discrepancy between needs and capabilities in the arena of world relations.

First of all, academics, for all of their important and positive contribution to this nation's global understanding, have been slow to define their goals in international and intercultural studies. On the campuses themselves, there is not nearly enough collaboration among departments, professional schools, problem-oriented research centers, and area programs. For example, in large multi-versities, the barriers that exist among campus units concerned with language instruction, technical assistance, specialized library holdings, area studies, study abroad programs, K-12 teacher training, and problem-oriented studies (e.g. energy, population, food) in special institutes and in the professional schools, are often formidable indeed.

Scholars themselves are part of the problem. Whatever the long-term payoffs for society of rigorous analytic methods, the seductivity of the computer tends too frequently to capture scholarly attention for the measurable rather than the significant. There is a dearth of academic analysis, for example, that is pertinent to the needs of international negotiators and policy-makers.

Facing tight budgets, many state legislatures increasingly look upon international education programs in public schools, colleges, and universities as "frills."

The federal government has made substantial contributions over the past two or three decades to the development and extension of international education. Something like two dozen agencies presently administer scores of programs supporting research; training; cultural and scholarly exchanges; curriculum development; area-and-language centers; transnational, problem-oriented team investigations; library acquisitions, etc.

Much of this federal investment, however, is unrelated to the growing gap between world developments and general public understanding, or to the education and training of language-and-area as well as professional and problem-oriented experts who must be available in substantial numbers to support, or to constitute, America's international leadership cadre in the decades ahead. The closest approximation to federal concern and support in these crucial areas has been Title VI of the National Defense Education Act of 1958 -- designed to support language-and-area studies and other international/intercultural programs essential to our national security. Despite the fact that at no time in American history have our international activities been more central to the

national welfare or more salient to the welfare of others than they are at present, the Executive branch in recent years has been insensitive to the need for adequate funding for Title VI (only 20% or less of authorizations at best). To the contrary, for several years the Administration attempted to terminate the program, and only last-minute Congressional action has kept it alive at all. The International Education Act of 1966, which was designed to provide substantial and continuing federal support for education for international interdependence, has never been funded by the Congress. Whatever promise there is in recent increased support of international programs and research by the National Endowment for the Humanities, the Fund for the Improvement of Postsecondary Education, the National Science Foundation, and a few other agencies, these dispersed and disparate programs have not given international education the kind of firm and continuing base envisaged by the International Education Act and explored under Title VI of NDEA.

Private foundations have been partners in our recent national inattention to international education. Of the 30,000 private foundations in the U.S., 2,400 have assets of more than $1,000,000. Combined they account for less

than 5% of the support for international and intercultural studies in American educational institutions. This is especially disquieting for, over the quarter century following World War II, a few of the foundations were major sources of funds for significant international and foreign studies experiments. Since 1970, even this support from private philanthropy has dwindled substantially.

Here, then, is the problem before us. America is now inextricably involved in global realities. This nation needs wise and informed leaders and experts to guide her through the troubled international waters of the years and decades ahead. This nation also needs a citizenry conscious of global interrelationships and capable of questioning as well as of supporting such leaders and experts. Responses from various quarters and sources have been substantial in recent decades, but frighteningly shy of the obvious and growing need.

There is a final point by way of introduction. We sometimes forget that our entire culture is derivative and eclectic — whatever original contributions Americans have made to human advance. As recently as a generation ago, America profited enormously from the intellectual and aesthetic contributions of exiles from totalitarian regimes. That particular in-migration has now been reduced to a trickle. What immigrants, exiles, and visitors have traditionally brought to America's understanding of nature, art, and itself is incalculable. Without

serious and sustained collaboration with intellectuals, artists, and professionals working within foreign traditions, the American culture would lose an essential yeast. More sustained and equitable exchanges between scientists, scholars, artists, and professionals of our own and other cultures can be expected in some areas to yield to new growth comparable to the earlier advancement of European arts through their contacts with Arab and Asian learning, and through their rediscovery of their ancient classical heritage in the Renaissance.

Far from the least important justification for increasing international collaboration is America's (in fact, every nation's) need to transcend the self-limiting cultural definitions of reality that hobble its intellectual and aesthetic achievements and thereby curtail the total striving of humankind for truth, beauty, and goodness.

CHAPTER II

THE NATIONAL NEED FOR PUBLIC UNDERSTANDING

The attitudes and behaviors of two kinds of publics in the United States substantially affect this nation's capacity to cope with global interrelationships:

--- the general citizenry

--- specialized political and economic interests

The values and the perceptions of reality of the citizenry set effective limits, directly and indirectly, to the discretion of foreign-policy makers. Such values and perceptions, in addition, have vast long-range consequences for world peace, for the quality of life on the entire globe, and for human survival itself.

It clearly makes a difference to the future of the human race whether a majority of politically influential citizens in America believes that

--- the earth is endlessly resilient in the face of resource exploitation and environmental insults, or is a fragile, finite web whose resources and tolerances are limited;

--- the world is divided into warring camps of "good guys" and "bad guys," or that mankind has defined numerous life styles and that because two nations or cultures are at variance neither need be wicked;

--- all foreigners are basically peculiar, or underlying the estrangements (as well as delights) of cultural differences across the globe are common human needs and poignancies.

--- America can make its way successfully through the tangled international thickets of the future predominantly through military and economic strength, or whether such problems as the control of international brigandage and nuclear threats; the viability and purity of ocean, air, and land resources; an appropriate balance between populations and food; and a world-wide commercial system friendly to an improved standard of living for the earth's majority are dependent upon the cultivated consciences and collaborative negotiating efforts of all nations and all peoples.

U.S. leadership in the world is no longer obvious or unchallenged. But America is still a major power whose influence causes impressive ripples across the seven seas. In the long run, only an enlightened American public can insure enlightened American policies toward the rest of the world.

Within this general citizenry, however, are a series of smaller "publics" whose interests and views are more immediately influential in global affairs:

--- American legislators and other public officials;

--- American members of multi-national corporations;

--- the leaders of industrial, labor, commercial, and farm interests affected by foreign demand and competition;

--- the spokesmen of nationality, racial, and ethnic groups attached by history, culture, language, and sentiment to particular countries and areas of the world;

--- tourists and their agents;

--- religious and humanitarian activists engaged in disaster relief, food distributions, and health services;

--- journalists and commentators who report and interpret global events;

--- civil figures committed to international and inter-cultural hospitality and understanding;

--- students and scholars who participate in international educational exchange programs.

If these attentive and specialized publics lack information about, and a broad perspective toward, the complex nature of global interrelationships, their own parochial interests -- and frequently their strategic position in democratic politics -- can cause untold mischief and danger.

HOW "PUBLICS" GAIN KNOWLEDGE AND UNDERSTANDING

General and specialized publics learn what they know about our stake in other parts of the world from a variety of sources:

--- parental and family instruction;

--- mass media;

--- religious education;

--- schools and colleges;

--- books, trade journals, and journals of opinion;

--- travel;

--- service clubs, trade unions, civic associations;

--- business and professional contacts;

--- political leadership; and

--- national staffs of associations and lobbies.

How the mind handles the fragments of data and information made available through these and other channels is a puzzlement. Minds sort and rationalize information according to emotional as well as intellectual criteria. Perceived self-interest can cause an importer, for example, to wish for lower tariffs; a domestic producer to wish for higher tariffs. Cultural and linguistic affinities can cause a will-to-believe or a will-to-disbelieve any particular item of information. There is no doctrine of individual or national interest in global affairs that can automatically unify a nation or group around one common public theme or policy.

The basic problem of public understanding in world affairs is not how to make all Americans agree on perceptions of reality or on desirable foreign policies. The basic challenge is to correct simplistic, emotional, and self-interest myopias by subjecting them, through education as well as through political bargaining, to rich and consequence-laden insights and analyses. For those who find themselves participating actively in contacts with other peoples, there is the further need to insure high levels of cross-cultural empathy and negotiating skills.

More than formal institutions of higher education must be involved in these critical educative functions. But, surely, America's colleges and universities are key instruments in developing an understanding of global interrelationships among both general and specialized publics.

HIGHER EDUCATION'S CONTRIBUTIONS TO GLOBAL PERSPECTIVES IN ELEMENTARY AND SECONDARY EDUCATION

A key point of leverage in increasing global understanding is obviously our public and private elementary and secondary schools (K-12). In the primary and secondary school years, the two chief ingredients in the process of extending world sensitivity in public education are the teacher and instructional materials. Without effective materials and without knowledgeable and enthusiastic teachers who can help pupils to appreciate the international dynamics of contemporary life, habits of thinking are allowed to develop among the young that are dangerously limited.

The current situation is superficially promising. Many states now require courses about foreign cultures and world history and geography. But all too often the instruction is minimal. Instructional materials are often inadequate or outdated. Teachers are frequently ill-prepared. Supporting budgets and supervisory personnel are limited.

On the side of instructional personnel, over 1,000 American institutions annually prepare some 250,000 teachers. Unhappily, an appreciation of global interrelationships seems too often to be given a very low priority. Only 5% of the quarter-million enrolled in teacher education receive any international or intercultural training whatsoever. The lack is especially glaring in smaller institutions, the private normal colleges preparing teachers, and in the Southern and Mountain States. Lack of financial support, competing domestic demand, a dearth of qualified faculty, inadequate international and intercultural materials -- all inhibit the growth of teacher preparation for global orientations.

Occasionally, international references are discovered in fields of Social Foundations, Child Development or Educational Psychology. But the chief access of the education major to international and intercultural knowledge lies outside the college of education and inside what is typically termed General Education, Language-and-Area Studies, and/or Liberal Arts. Here, except

in the case of a tiny minority of highly inner-directed students, world perspectives are cultivated by the luck of the draw. Most course materials involving world orientations tend to be superficial, and the material in one course does not build upon an earlier one or lead logically to material in a subsequent course.

Future teachers who have teaching and study experiences overseas are a very small fraction of the total number of teachers being certified each year in the United States. Furthermore, of 891 such students teaching overseas in 1970-71, over 80% were planning to teach in secondary schools. Thus, despite the importance of reaching children before they form prejudices and stereotypes, there is little involvement of primary school teachers in activities with a global component.

Other facts are disturbing:

--- over half of the 362 in-service study tours conducted for teachers in 1970-71 had Europe as their destination. This represents a serious imbalance. The crucial need is education for "worldmindedness," not just for "Westernmindedness."

--- 5% of all foreign students in the United States are currently enrolled in schools of education, but institutions that consciously develop the foreign student as an academic resource are rare;

--- institutional research funds devoted to the development of international orientations during childhood and adolescence are slim to non-existent;

--- little effective sponsorship exists to extend the pre-service and in-service training of K-12 teachers to global concerns.

There are, of course, reasons for these inadequacies and discontinuities. Some stem from the long-term "Americanization" role of the American public schools. Some are products of traditional educational structures that virtually preclude fruitful conversations between or among levels of education. Still others relate to the preoccupation of college and university faculties with their own bailiwicks of teaching and research. Few centers exist on or off university campuses for the identification, ordering and dissemination of international and intercultural materials appropriate to various grade levels. Particularly lacking are diffusion expediters who can act as effective brokers between area and language specialists, on the one hand, and school populations and the general public, on the other. Finally, until recently, national teacher associations have evidenced little interest in global relations.

Only a minority of state education departments have actively provided catalytic and logistical services to school systems interested in improving and enlarging the global context of their curriculum. Activity at the state level has focused on the development of curriculum guides and other materials in the social studies. Foreign language instruction

has also ranked as a key area of state-level involvement. Teacher certification, a third critical target, is an ambiguous one in that formal requirements often impede the more intelligent utilization of foreign experiences and personnel, and on the whole, do not encourage the acquisition of international skills and perspectives. On the bright side, however, by 1968 fewer states required that their teachers be American citizens, and state-sponsored in-service programs concerned with international studies increased from 9 states in 1964 to 26 states by 1968.

Several states have taken the lead in providing international and intercultural programs to local school districts. Among these states are North Carolina, New York, Texas, Indiana and Wisconsin. Activities include the appointment of foreign consultants in non-Western areas to the State Department of Education; statewide programs and conferences in international education; agency-sponsored exchange programs; agency support or encouragement of bilingual education programs; and state-sponsored community projects in world affairs.

The potential for greater cooperation on a regional basis exists. Indeed, successful examples of such fruitful interstate collaboration include an eight-state project, Designing Education for the Future (involving Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah and Wyoming), and a four-state Regional International Education Project (involving Alabama, Louisiana, Tennessee and Texas).

Fortunately, signs of a new awareness and a new concern are developing:

--- an increasing proportion of NDEA Title VI money has been allocated in recent years for diffusion activities related to K-12;

--- an increasing volume of teacher-training and curriculum-development funds from both federal and state agencies have been targeted on global and intercultural issues;

--- recently funded bilingual and ethnic-heritage programs are infusing cross-cultural sensitivities into a number of school systems across the country -- often with instructional and materials-preparation assistance from college and university faculties and libraries;

--- the National Education Association is building its Bicentennial theme around "A Declaration of Interdependence: Education for a Global Community" and is urging public and membership support for this new programmatic emphasis. Among the special events planned for the meeting will be the publication of a volume entitled Cardinal Principles of Education for the 21st Century and Recommendations for a Global Curriculum. In addition, an ongoing activity conducted by NEA is the International Sabbatical Year which offers an overseas experience to elementary and secondary school teachers.

--- The American Federation of Teachers has recently created an International Affairs Department and is taking an active interest in developing international education programs for its leaders and membership, particularly programs which can further the aims and goals of teachers and trade unionists in non-totalitarian countries. The AFT is encouraging the development of curriculum materials dealing with international issues.

What might be done in the future is suggested by some of the imaginative programs already in existence. (See Appendix II-A.) In order to build upon this progress to date, we make four basic recommendations:

RECOMMENDATIONS

A. Title VI of the National Defense Education Act should be reauthorized at its present level ($75 million dollars). Half of this authorization ($37.5 million) should be designated for the support of the existing Title VI. Language-and-Area Centers and Programs as well as National Defense Foreign-Area Language Fellowships supported under this title and section should be further strengthened, encouraged, and expanded by significant increases in annual appropriations ($25 million in FY '77; $37.5 million by FY '80 --- up from the present totally inadequate $14 million appropriation level).

B. A new and separate section should be added to NDEA Title VI --- a "Citizen Education" section drawing language and insights from the Preamble to the International Education Act of 1966 and from bilingual and ethnic-heritage acts of the federal government. This new section should in part provide federal funds for teacher training, teacher exchange, and instructional materials preparation and dissemination, K-12, specifically focused on extending and improving citizen awareness of America's global relations. In order to assure decentralized and locally determined curricular content, claimants on funds designated for these purposes should include by way of example state and local affiliates of teacher associations and unions, teacher centers, state education departments, intermediate and local education agencies, as well as two- and four-year colleges and universities and the outreach programs of Language-and-Area Centers. The total authorization for this new section of NDEA Title VI should be equal to, but separate from, the authorization of the existing Title VI: i.e. $37.5 million. Again, appropriations in FY '77 should be $25 million, and should move by 1980 to the full level of authorization.

C. Following the example of the New York State Education Department's use of excess foreign currency funds (See Appendix II-A) to develop teaching materials related to South Asian peoples and cultures, the U.S. Office of Education should encourage greater and more creative use of excess foreign currencies for the development of teaching materials and appropriate educational exchange arrangements and the support of research in those countries where excess foreign currencies are available.

D. State legislatures and state education agencies should undertake program initiatives and should strengthen appropriations designed to increase the global sophistication of those persons connected with or affected by state-supported educational institutions and programs.

POSTSECONDARY

Most of the generalizations about inadequate investments in the world orientation of education K-12 are equally applicable to postsecondary programs and institutions. A few particulars need, however, to be underscored:

--- the vocationalism and local sponsorship of America's proprietary schools and community colleges have a natural tendency to push global orientations to the periphery of instructional concern;

--- the smorgasbord of current two- and four-year course offerings in our colleges and universities, and the increased flexibility of graduation requirements, tend to make international and intercultural academic exposure a matter of chance rather than design;

--- professionalism and specialization at the graduate level tend to ignore or downplay transnational and intercultural concerns;

--- few faculty at any level of postsecondary education are given international and intercultural perspectives and experiences as a routine aspect of their professional training.

No magic wand will change all of this. Those concerned with world-oriented education at the postsecondary level have been aware for years of a series of inhibiting realities beyond the four general trends just noted. These realities include:

--- the structures of many colleges and universities that sometimes inhibit international curricular planning across departments, among disciplinary and professional programs, and between language-and-area centers and the rest of the academic enterprise;

--- the lack of rationale beyond immediate institutional self-interest for campus-based library holdings in international, intercultural, and foreign areas;

--- the flight from language requirements;

--- the relative absence of consortial arrangements, especially in metropolitan areas, for pooling limited international and foreign studies resources for the benefit of all students and faculties in a geographic region.

--- and most basic of all, the lack of funds to encourage and support such developments.

Enough is happening experimentally to indicate the possibility of sound directions for the future -- if the opportunity is taken to pursue them. Some of these experiments are included in Appendix II-B.

Once again, while these and other provocative and imaginative developments exist, they are few in number and are all too often at the mercy of inadequate or uncertain funding and administrative support.

RECOMMENDATIONS

E. Colleges and universities with federal or foundation assistance where necessary, should establish institutional and consortial task forces to examine the adequacy of curricular requirements, program facilities, course and extra-curricular offerings, and foreign-student activities as these relate to the effective improvement of the international aspects of post-secondary education. Existing "study-abroad" programs as well as on-campus language programs should receive special attention, and each task force, after careful review, should be charged with making concrete recommendations for improving the standards and effectiveness of such programs.

F. Two- and four-year colleges, especially those located in metropolitan areas, should cooperate with each other and with proximate secondary schools in designing courses related to global interdependence that cut across grades 10-16. (The International Baccalaureate [See Appendix II-B] represents one useful model at the 10th-14th grade level, but other models need to be created or explored.)

G. Existing federal funding agencies, notably the National Endowment for the Humanities, the National Foundation for the Arts, the National Science Foundation, the Fund for the Improvement of Postsecondary Education, the National Institute of Education, and the U.S. Office of Education should be asked by the President of the United States to examine their grant and contract portfolios and procedures to increase future allocations designed to broaden the global perspectives of educators and students at all levels, (See Appendix II-C for examples of current federal agency activity.)

H. Funds should be made available under the existing and proposed sections of Title VI of the reauthorized National Defense Education Act for the development of instructional materials and for the devising of new or the improvement of existing programs in global education at colleges and universities---two-year and four-year liberal arts colleges and technical and professional schools.

REACHING ADULT CITIZENS

At their best, American television, radio, and the press perform extraordinary educational services in the tangled forest of world affairs for the bulk of our active population that is not in school. Extended news coverage of fast-breaking events, in-depth interpretations of important developments by expert panels or by informed columnists and commentators, rich documentaries, weekly or other periodic reviews giving a time perspective to daily happenings -- these and other techniques inform and educate the public.

These important services are suplemented in many large American communities by the international and intercultural programs of service clubs, leagues of women voters, foreign policy or UN-oriented study groups, by the globally-oriented outreach of local educational institutions, and by sponsors of various hospitality activities for visitors from other lands.

Unfortunately, for most adult citizens, such items of international education either do not reach them, or appear in a fragmentary and impossibly kaleidescopic form. Few serious programs dealing in depth with international issues have a significant Neilsen rating.

Those who take encouragement from the foreign coverage of the New York Times or the Washington Post should reflect on the fact noted earlier in this essay that the current average newspaper coverage of global events which is read by the general public equals no more than one-half of one column of newsprint per day.

Furthermore, much of the global news of greatest domestic significance is extraordinarily complex and technical. Petro-dollars, balance of payments, MIRVS, GATT, and SALT-talks tend to be the vocabulary of experts, not easily translatable into pellets of wisdom digestable on the run by the average citizen.

That an acceptable level of world understanding for a numerous adult citizenry is not easy to formulate let alone achieve should not deter concerned educators, media experts, and political leaders. Everyone does not have to know all about everything. The general public needs exposure by example in depth to the unities, differences, and interdependencies of the world. Selected publics need to be exposed to broader world perspectives on what would otherwise be vested myopias.

In both cases, a special responsibility falls upon colleges and universities -- in educating the experts, the teachers, and the intellectual brokers who will ultimately educate the general citizenry as well those specialized publics particularly involved in world affairs.

Again, a number of relevant experiments have been underway (See Appendix II-D).

RECOMMENDATIONS

I. Title VI funds under the new section should be available for collaborative efforts between colleges and universities, on the one hand, and community groups, media services, and various educative instruments of public enlightenment, on the other, to explore common grounds and shared programs for up-grading citizen appreciation of global interrelationships.

CHAPTER III

THE NATIONAL NEED FOR EXPERT KNOWLEDGE

In the treating of "experts" or "specialists" needed by this country to analyze and negotiate global relations, it is important to acknowledge the relativity of the terms. Obviously, the nation needs a variety of levels and kinds of advanced sophistication about the rest of the world. America needs both expert "generalists" and expert "specialists."

Much expert knowledge and specialized wisdom about global relations exists, of course, apart from college and university campuses: in the foreign services, in profit and not-for-profit "think tanks," among the staffs of the mass media and of journals of opinion, in multi-national business organizations, in international law firms, in religious and humanitarian organizations.

But in a very special sense, America's institutions of higher education are major repositories of accumulated knowledge and wisdom, and important well-springs of new knowledge and wisdom, about other parts of the world. In large part, they train the experts that operate in non-academic institutions and environments.

In the context of global perspectives, there are at least four identifiable, if somewhat overlapping, groups of "knowledgeables" to be found in American colleges and universities -- groups that need constant cultivation and support if America is to participate effectively in global affairs in the years ahead. These groups or clusters of expertise are:

(1) Scholars proficient in selected languages and knowledgeable about particular geographic areas;

(2) Scholars concerned with the structures and processes of international relations;

(3) Scholars engaged in applied, action-oriented, or problem-solving types of studies; and

(4) Disciplinary communicators.

A word of explication is due each category.

LANGUAGE-AND-AREA SPECIALISTS

Because of our unusual degree of physical isolation from the other major societies of both West and non-West, Americans have traditionally neglected their national resources of language- and-area expertise and have only recently begun to face seriously the problem of what should be done.

The needs are obvious. They have been described in previous chapters.

Beyond the basic responsibility to respond to these needs, language-and-area centers perform at least five other functions of national value:

(1) Educating the language-and-area specialists of the future. An adequate supply of well-trained language-and-area specialists is essential to the accomplishment of national goals. The existing national stock of competencies in this field, while adequate for immediate and short-term academic purposes, falls far short of the clearly emerging needs of the domestic and global circumstances outlined in Chapters I and II. The practical question is, will America wait until it is literally in the midst of these emerging crises; or will it act more providently to prepare for them now? Since the lead time necessary for the production of competent area-and-language specialists ranges on the average from 5.5 to 7.6 years of graduate work, the wisdom of starting early is evident.

RECOMMENDATIONS

J. Without additional authorization but with significant increases in annual funding as noted in Recommendation A, Title VI of the National Defense Education Act should be the major federal means of supporting language-and-area centers and programs and their associated libraries throughout the United States. The numbers, locations, and performance of such centers and programs should be subject to periodic review, but the principle of a basic and long-term federal commitment to the support of this type of educational activity should be unequivocal.

K. Because of its varied inter-agency involvements, and because of the importance of its activities to the national interest, the International Division of the U.S. Office of Education, which administers Title VI of NDEA as well as a portion of Fulbright-Hays appropriations, should report directly to the Office of the Assistant Secretary of Health, Education, and Welfare for Education.

L. Closely related to support for language-and-area centers and programs, and of equal importance, is the availability of Title VI support for a competitive national system of graduate training fellowships to support the cost of the unusually prolonged and rigorous training essential to the production of qualified language-and-area specialists.

M. Our professional schools of Business, Law, Education, Public Health and Journalism in particular, through either their teaching or the normal career activities of their graduates, play an extraordinarily critical role in the overall range of this country's international relations. Yet the normal curricula of all of these schools pay only marginal and minimal attention to preparing their graduates to teach about, comment on, understand, or deal effectively with foreign peoples, languages, societies, or cultures. Title VI funds should be made available to encourage and support these professional schools in an effort to provide selected students with more adequate training in foreign languages and areas.

N. One of the more economical and efficient ways of providing college-level training in international affairs on the expanded levels needed is to facilitate the retraining of a number of existing and partially qualified faculty. Title VI funds should be made available for this purpose.

(2) Language Training. Because of the fundamental and unique importance of language training for those professionally involved in either the teaching or the actual conduct of our international affairs, the subject of a more adequate system of basic and advanced language training than presently exists merits special attention.

Traditionally, this is a neglected problem at all levels of the American educational system, especially where non-Western languages are concerned. As a nation, the U.S. simply has not been convinced that the mastery of foreign languages was of much importance for more than a very small segment of the population. The massive abolition or curtailment of foreign language requirements by American institutions of higher education in the late 1960s and early 1970s has both reinforced and exacerbated this traditional attitude. As a consequence, the U.S. is peculiarly ill-equipped to deal effectively with the linguistic aspects of an increasingly interdependent world in which the non-Western societies in particular are certain to play a more prominent role.

As indicated earlier on, even the average language-and-area expert is often inadequately prepared in the particular language of specialization. Both the language-and-area specialists and the increasing numbers of businessmen, professionals, civil servants, and other academics who are finding knowledge of a foreign language either essential or highly advantageous for normal working purposes, need far more extensive, diversified, flexible and efficient modes of language instruction than presently exist.

Some of the more pressing needs are:

--- methods of instruction that will insure greater fluency in the spoken language concerned;

--- greater attention to particular career needs of various publics;

--- more individualized and flexible approaches that are geared to differing levels of linguistic aptitude and intensity of study on the students' part;

--- and a greater degree of selectivity in regulating access to accelerated or advanced language courses:

It is particularly important to break with the historic tendency in American higher education to restrict foreign-language instruction to the classical Western European tongues: French, German, Spanish, and Italian. It is essential to make more

readily available instruction in other major world languages such as Russian, Japanese, Chinese, and Arabic and, on a more selective and restricted basis, instruction in a variety of less widely spoken but still important Western and non-Western languages as well.

For certain advanced professional purposes (such as the needs of interpreters, translators, and academics or civil servants specializing in particular foreign cultures or areas), it should also be recognized that the most efficient way to acquire true fluency in a foreign language is by a substantial period of study and residence in an area where the language is spoken. It is further the case that our present system of language teaching is conceived almost exclusively in terms of a traditional student clientele and is ill-suited to the needs of other potential clients. There is also a need for improved teaching and testing materials and for better adaptation and utilization of available technologies such as video-tape and the computer to the needs of language instruction, especially where non-Western languages are concerned.

Finally, the present arrangements for providing advanced language training, especially in non-Western languages, badly need rationalization. They are too decentralized, independent, and costly. Remedies are available and they should be assessed, tested, and propagated.

RECOMMENDATIONS

O. Given the fundamental and unique role and significance of language training for an increasingly numerous and important segment of the population, the time has come for the establishment of a Presidential Commission on Foreign Language Training. Such a Commission should be charged with the conduct of a systematic inquiry into the scope, adequacy, quality, and effectiveness of foreign language training and resources in the United States and with the preparation of a formal public report of its findings and recommendations. In order to insure a broad perspective, Commission membership should include in roughly equal proportions representatives of language teachers and linguists; scholars or other professionals with foreign area specialities outside the fields of language and literature; and employers and other users of language skills.

P. Under expanded appropriations for NDEA Title VI as outlined in Recommendation A, greater attention should be paid to the devising of very intensive language training programs in several differing time frames including Summer Intensive Programs. These would provide instruction in such critical languages as Chinese, Swahili, Arabic, Japanese, Portuguese, Russian and other major languages in formats better adapted to the needs of serious students, faculty and professionals. Excess foreign currencies should continue to be utilized and their availability expanded for the purpose of

intensive training in critical languages. (The Center for Arabic Studies Abroad, the American Institute for Indian Studies; the Inter-University Center for Japanese Language Study, and the Inter-University Program for Chinese Language Study provide examples of effective and on-going programs of this type.)

Q. The Defense Language Institute and the Foreign Service Institute should explore with disciplinary associations and academic professional societies possibilities for opening their programs and facilities to a limited number of highly qualified academic scholars and advanced graduate students.

R. Computerized and self-instructional methods of language learning should be further developed and made more widely available. Interinstitutional cooperative programs of language instruction should be encouraged and expanded in contexts where they offer significant advantages in terms of quality or availability of teaching, especially where the less common languages are concerned.

S. There is a limited but critical and increasing need shared by government, business, and academia for highly skilled interpreters and translators of all major modern languages and at least an extensive selection of the minor ones. This is a

profession that is largely overlooked by American higher education, although there are a number of very successful European models which might be consulted. We recommend that Title VI funds be made available for the encouragement and support of special programs for the production of a limited number of professional interpreters and translators by a selection of universities having the appropriate staff, library, and area resources.

(3) Sensitizing and assisting academic or other professional colleagues.

The modern social sciences -- particularly as they relate to such practical and problem-oriented fields as economic analysis and planning, public administration, international organization, and economic, social, and political development -- are heavily indebted to American scholarship. In their research, they make extensive and increasing use of data drawn from foreign contexts and experience. In their more applied versions, the modern social sciences have further provided much of the theoretical and methodological guidance for a great variety of technical, economic, and socio-political assistance projects conducted in overseas settings.

More often than not the particular social scientists involved in these ventures have not had prior professional training in the languages or cultures of the foreign areas with which they were concerned. This has been especially the case where these areas were non-Western. All too frequently the quality of the work of

such scholars has suffered seriously, sometimes fatally, as a result of the uncritical employment of assumptions or methods based on American experience but which were really neither relevant nor valid in that particular foreign environment.

It is an unreasonable expectation that most social scientists using foreign data, involved in technical assistance, or other applied projects abroad should bring a professional knowledge of the language and culture to each of the many foreign settings involved. There are simpler ways of coping with the problem. One of the most obvious and practical is to associate trained language-and-area specialists with the project at appropriate stages. An example; Stanford University's Arms Control and Disarmament Program, is described in Appendix III - A.

RECOMMENDATIONS

T. Title VI funds should be made available to encourage and facilitate the participation of limited numbers of language-and-area specialists in international research, assistance, or problem-oriented projects that involve collaborative work between area specialists and scholars or other professionals who lack such training.

The three foregoing responsibilities of foreign-area specialists, while national in their importance, are discharged largely on the campuses of American colleges and universities.

There are other services that foreign-area specialists can and should perform that relate more directly to the effective conduct of the nation's political, economic, and social policies abroad. In this sense, the area-specific knowledge, associations, and skills of America's academic specialists constitute a national resource of great and increasing value. Two services in particular come to mind.

(1) Discovering, analyzing, codifying, and making available new knowledge about the peoples, governments, economies, and cultures of other parts of the world.

Ideally, sound knowledge should precede and inform both policy-making and action in either the public or the private sphere. In practice, this is all too frequently not the case. The fault lies partially in the way that academics who write in fields of potential interest to government or business define their problems and present their findings, and partially with the unfamiliarity of many potential public or private consumers of academic research vis-a-vis what is available from academic sources and the ways in which this could appropriately be put to use.

A more basic problem, however, is the inadequacy of the amount and coverage of foreign-area research of potential public or private utility being done by American scholars. Here, the substantial difficulty is financial. There are simply not enough

opportunities for the conduct of essential field research by the country's foreign-area specialists at either the professional or the doctoral dissertation level. Furthermore, many of the overseas fellowship programs that do exist provide support only at unrealistically low levels.

(2) Raising new questions and proposing possible answers for problems relating to specific foreign areas.

The creation of effective and mutually beneficial relations between academics and public and private officials and interests is complex yet properly defined, such relations can be very useful to all parties. For example, much of the progress achieved in the SALT arms control negotiations is attibutable to the research and findings of the joint Harvard-MIT Seminar on Arms Control and Disarmament established initially in the late 1950s. Essential to the success of such a relationship is the realization that one should seldom consult scholars for tactical advice on day-to-day issues of foreign political or economic policy. Their expertise is normally adjusted to middle- or long-range levels and problems. Official or private relations with foreign-area specialists should be formulated in these terms.

RECOMMENDATIONS

U. The flow of new information, questions, and theories from foreign-area specialists to potential users in government and the private sphere constitutes an important and neglected resource of substantial and continuing value. On the academic

side this flow is basically a function of the availability of funds to support new research both at home and abroad. Federal funds should be made available for the support of research or advanced training fellowships at the professional and advanced graduate levels tenable either domestically or abroad. The levels of support for such fellowships should reflect the real costs involved and be adjustable for living and currency differentials, etc.

INTERNATIONAL RELATIONS SPECIALISTS*

There is a special breed of academic which concentrates on the institutions and processes of international and intercultural collaboration, rather than upon substantive problems to be solved in specific countries or areas. Some of these specialists are found in Political Science Departments; some in Sociology and Anthropology; some in psychologically-oriented Behavioral Sciences; some in professional schools of public administration, public affairs, and law; some in international and comparative programs per se; some in independent "think tanks."

Out of their studies come new insights into the nature of transnational bargaining, negotiating, and conflict resolution; important speculations about principles of organization and communication that might facilitate the peaceful resolution of international controversy; and essential perceptions into the interdependence of domestic and foreign policies the world around.

* The task forces did not examine in any depth issues specifically related to this subsection on "International Relations Specialists." Given this fact, plus emerging initiatives as outlined in the CODA, page 69, no recommendations accompany this subsection.

MULTIDISCIPLINARY AND PROBLEM-ORIENTED SPECIALISTS

Although distinctions between disciplinary (largely "conclusion-oriented") research and "inter-disciplinary" (largely "action-oriented") research are bound to fray at the margins, the two categories represent important and reasonably discrete academic salients. They support one another.

Most federal support for academic research activities is understandably problem-oriented, with increasing attention to global perspectives. Most of this support is in the form of grants or contracts to individual scholars, universities, or institutes which are asked to work on the solution of intractable problems of humankind. Problems such as the population explosion, food production and distribution, and commodity markets, involve America's relationships particularly to the less-developed countries. Other problems involving energy, international monetary stability, communications, and transportation tend to focus on America's relationships to economically advanced or resource-rich nations. Some issues -- health, ocean-resource development, and atmospheric and climatic changes -- are truly global. In selected fields of great domestic

concern to the United States (e.g. urban planning and housing, day-care centers, care of the aged, etc.) pioneering work in other nations can, of course, be a major contributor to this nation's domestic progress.

There is no easy way of knowing whether, in an overall sense, federal funds available to problem-oriented scholars involved in international commitments and concerns are adequate. The amount is substantial. On the other hand, the problems are prodigious and solutions are attenuated. Here again, the crucial issue is not the precise quantity of funding, but reliable information about fields and projects to be funded, and appropriate structural modes for carrying on problem-oriented studies.

At the university level, appropriate organizational arrangements for carrying out effective problem-oriented studies involve considerable, continuing orchestration:

-- relating disciplinary reward systems and necessary individual autonomies to the need for cross-disciplinary cooperation on inherently complex and multi-disciplinary problems;

-- adjusting the curricular content of most professional schools and problem-oriented institutes to accommodate cross-cultural sensitivities and language competencies for professionals and technicians assigned overseas;

-- protecting the professional advancement of those scholars who, in their overseas work, are often out-of-sight and out-of-mind of campus-based promotion and tenure committees;

-- assuring that participation in overseas assistance projects yields tangible benefits to the campus and staff involved and that institutional resources and capabilities on U.S. campuses are enhanced rather than diminished as a result of such activity;

-- ensuring adequate communications with, and services to, overseas-oriented business, labor, agricultural, governmental, and professional groups in the larger community.

These important concepts and adjustments will not emerge accidentally. Academic leadership at many levels must catalyze such developments. Special responsibility rests at top levels of academic administration -- particularly for program coordination across disciplinary and professional boundaries. A growing number of academic institutions have worked out solutions to these and related problems. A few examples are noted in Appendix III-B, but far more needs to be done.

RECOMMENDATIONS

V. A portion of the total dollar amount of all government contracts or grants to universities and colleges for problem-solving research-and-service activities involving global perspectives should be made available to the central administration of colleges and universities and earmarked to ensure appropriate and effective linkages among disciplines, professional schools, specialized libraries, problem-oriented institutes, and language-and-area centers -- this, in order to ensure that problems and solutions are designed conceptually and affected operationally on as broad and interconnected a base as possible.

Whatever structural and intellectual coherence is established between and among problem-oriented American specialists concerned with global issues, there are important reasons for improving the intercultural milieu within which such Americans relate to counterparts overseas. Noblesse oblige is no longer appreciated or welcomed in most other parts of the world. The vehicle for more complete involvement in the global aspects of the various professional disciplines increasingly must utilize communities of scholars focused upon particular problem areas. Federal agencies which sponsor transnational collaborative endeavors have recognized this necessity, and are actively beginning to pursue it as a modus vivendi.

A prime example is the Agency for International Development (AID), which in FY 1974 allocated $12,339,631 to research on and evaluation of the process of economic development in less-developed countries; the factors affecting the relative success and cost of development activities; and the means, techniques and other aspects of development assistance. The FY 1974 figure represents the greatest expenditure among the federal agencies for foreign affairs research, but also reflects a $7 million drop in obligations from FY 1973. The largest allocation of funds, $5,287,483, was designated for Institutional (211d) Grants to universities and colleges for applied and basic research.

To a far greater extent, AID is now channeling funds into research and development-type projects involving teams of experts from a variety of U.S. institutions who work collegially with their developing country counterparts on a spectrum of problem-oriented issues. AID has begun to provide more in the way of external funding for topping-off costs to those scholars whose institutions have sufficient interest to pay salaries and extend release time. Lastly, rather than fund projects defined solely by AID, the Agency has begun to direct its funds toward fostering and enabling collaborative, problem-solving activities as defined by scholars and practitioners themselves.

To strengthen these new initiatives, Congress has incorporated a new section into the International Development and Food Assistance Act of 1975, the Act which provides authorizing funds for AID. Title XII of the Act -- Famine Prevention and Freedom From Hunger -- represents a bold new approach to university participation in the solution

of global food and nutrition problems. Importantly, Title XII would accord a stronger statutory role to U.S. universities in assisting AID in the design and implementation of these programs through the establishment of a new, permanent Board for International Agricultural Development. At least four of the seven Presidentially-appointed Board members would be from the academic community.

The new title seeks to bring U.S. institutions into cooperative efforts with agricultural insitutions in developing nations, and with regional and international agricultural centers. If enacted, Title XII would support efforts to strengthen the capabilities of universities to assist in increasing the agricultural production of developing countries; institution-building programs for the development of national and regional research and extension capacities in developing countries; international agricultural research centers; contract research; and research program grants.

Congress is to be commended for understanding and acknowledging the potential of the transnational collaborative research expertise residing within academe, and the applicability of such research toward alleviating the common problems of interdependency.

Yet although this title does establish a useful precedent and a solid foundation for enlightened economic assistance policies in an era of interdependence, transnational collaboration is not a simple matter. Success is not axiomatic. As Americans have learned over the past two decades, transnational collaboration is inherently difficult:

--- the problem to be solved, the available pool of knowledge and skills, and the organizational "boundaries" for operations and funding may not be coterminous;

--- the objectives of the project may not be clearly stated or fully understood by the two or more national cultural groups involved, with misperceptions of both the purpose and the use of the findings;

--- the principle investigators may simply not have the time, experience, or sensitivity to conduct transnational collaborative research;

--- the administrative structure required to impose form, facilitate communications, and capture results may be lacking — whether by design or omission;

--- there may be such an imbalance between the lush American contributions in manpower, money, and motive that international "collaborative" elements are dwarfed, intimidated, and lost;

--- or conversely, as developing nations become direct contractors with the U.S. academic community, a reverse chauvinism may emerge in which American participants are made to feel like junior partners or are inadequately involved as colleagues in the design or development of research and assistance activities; and,

--- there may be a lack of perspective that viable research networks and global communities of scientists may be more important at times than "solutions" to instant problems.

But the promise -- and some of the demonstrated advantages -- of transnational collaborative research are dramatic. First, conducting research on a collaborative, transnational basis, provides access to field sites, data, and facilities in foreign countries that may not be available in any other way; second, in quantitative terms, it can add to or multiply the pool of knowledge of a subject, phenomenon, or process; third, in qualitative terms, it provides invaluable comparative experience -- either reinforcing or eliminating conclusions that might be biased by national culture; fourth, it helps to build an international network of skilled individuals and established institutions that are geared to collaborative research, a structure that can mobilize new projects; fifth, it helps to create better cross-cultural perceptions in research associates that will increasingly strengthen their attitudes and evaluations; sixth, it can facilitate better dissemination of the results, not merely in the multiplication of facilities for diffusion, but also in the winning of confidence across cultural frontiers that will guarantee acceptance of the results; and seventh, there is some evidence that transnational collaborative research can provide some economies in the use of personnel, facilities, locations, and so forth, in obtaining comparable access, collection, and analyses for more traditional research teams and single investigators.

And all these are in addition to the obvious advantages of sharing financial resources among many parties for the solution of insistent transnational and global problems.

Some illustrations of transnational research activity noted in Appendix III-C suggest the promise of the mode.

Many problem-oriented centers are springing up all over the world in such fields as population, energy, food, and world ecology. Some of these presently permit or encourage transnational research collaboration. Of special importance in this connection is the emergence of the United Nations University with headquarters in Tokyo. The United Nations University is designed to promote transnational collaborative research on major human problems. The Japanese government has pledged $100 million dollars as an initial endowment. Other nations are expected to make capital or operating grants to support the development of this world-wide institution.

RECOMMENDATIONS

W. Congress should authorize a sum of $50 million dollars for the support of the United Nations University. Annual appropriations should not exceed $20 million dollars nor represent more than 25% of the total endowment fund contributions of other nations. The Bureau of International Organizational Affairs of the Department of State should act as the U.S. fiscal agent for transferring these sums to the jurisdiction of the United Nations University.

X. Building on a quarter-century of development-assistance experience, the Congress should review the still uneasy collaboration among less-developed countries, American aid agencies, and American academic and professional resources, and fashion new options and instruments of interrelationships. Instead of relying solely upon traditional, agency and departmental arrangements in Washington and in the field, one or more quasi-independent boards or councils should be established (drawing nourishment perhaps from the example of AICHER and/or the Interuniversity Council or the British Council in the United Kingdom) -- boards or councils that can serve as non-governmental facilitators between American colleges and university communities and consortia, on the one hand, and the eduoational institutions and government agencies of less-developed countries, on the other. (See Appendix III-C)

DISCIPLINARY SCHOLARS

Disciplinary studies remain at the core of the higher-education enterprise. In the arts and sciences, they are the academy's bastions of intellectual standards and the nation's major centers of basic research and speculation. The health of academic disciplines ultimately sustains and nourishes the more applied work in professional schools and in institutes of technology. In a larger context, disciplinary rigors give a honed edge to the nation's intellectual and political leader-

ship far beyond the halls of ivy. Consequently, the condition of disciplinary studies in higher education is a matter of national importance.

The ramifications of transnational and intercultural contacts for the disciplinary excellence of American colleges and universities are substantial. Most advanced specialists in the disciplines of the arts and sciences are members of invisible colleges of peers the world around. In this category, for instance, are found the physicists or economists who participate unselfconsciously in many international activities and have a wide network of corresponding colleagues throughout the world. Most disciplinary specialists of this kind are concerned, in large measure, with the advance of their disciplines, and are less interested in the specific countries to which their fellow participants in the discourse belong. The heartening fact is that in many international disciplines, a truly supra-national science is in the process of development. American scholarship has as much to gain as to give in the creation of this international scholarly community. Already many of our universities are truly cosmopolitan centers of learning.

Few universities have directly encouraged the movement of their faculties across national boundaries as a conscious act of institutional policy; too often the implicit

policy of most universities is that it is the responsibility of the individual to pay his own way or to find external resources for trips abroad, while trips within the boundaries of the United States are legitimate professional expenses which may be reimbursed directly. In any event, college administrators, state legislators, and the United States Congress tend far more frequently than is deserved to look at foreign trips for faculty as pleasure junkets rather than as investments in academic competence.

It is time that this prevailing assumption be challenged, and that universities, foundations, and various governmental agencies and levels make certain that specific funds are available to encourage such linkages. Special attention must be given to the development of younger scholars who are often out-pointed by established scholars in the competition for foreign travel grants and fellowships.

In addition to encouraging foreign-study opportunities for United States disciplinary specialists, universities and government agencies at home and abroad must begin to establish or to extend facilities overseas where students and scholars from various nations can interact on matters of mutual intellectual interest. The American academic community can no longer wait for foreign scholars or their publications to reach our shores intermittently. Way stations must be established where scholars can meet on more neutral turf. A few specialized or

general purpose centers, such as Salzburg and Villa Serbelloni have already pioneered in such activities. The advancement of this process may be seen in the establishment by a few American universities of their own overseas sites which serve as multinational conference centers, or as temporary or long-term facilities for faculty needing an overseas base for their international and intercultural activities. Another pattern involves American universities sharing in the operation of international universities such as that at Dubrovnik (Yugoslavia).

Scientists, social scientists, and humanists who, as a part of their disciplinary development, need access to foreign sites and resources presently have four or five pools of financial support at least theoretically available to them:

--- Institutional (i.e. campus-based) research and sabbatical funds;

--- Fulbright-Hays Teaching and Research Fellowships;

--- Federal agencies like the National Science Foundation, the National Institute of Health, and the National Endowment for the Humanities which provide funds for overseas travel and living stipends for disciplinary scholars whose work necessitates such support;

--- Privately administered and privately endowed or funded fellowship programs (e.g. Social Science Research Council, American Council of Learned Societies, International Research and Exchange Board, Guggenheim Fellowships, Ford Foundation grants, etc.); and

--- Fellowships made available by foreign governments and private foundations.

This pluralism of financial sources is healthy. The financial condition of most of these sources is not.

Of these, the Fulbright-Hays program is one of the most visible and long-standing sources of support to individual scholars, American and foreign students, and teachers. Over a period of thirty years, more than 100,000 Fulbright scholars studied in the United States or in one of the 110 participating countries. Many of them have become academic leaders, distinguished public servants, and prominent figures in business, science, communications, and the creative arts.

Impressive as its contributions have been, the Fulbright program suffers from administrative complexities, and, in view of the proliferation of more lucrative international fellowship awards under other sponsorship, from increasingly inadequate stipends for scholars. There is an emerging need in the student

and teacher components of the Program for more effective institutional linkages. The setting of new priorities must be a prime target. Quality and long-term multiplier effects should be major considerations of redirected effort.

Overall, the global context of scholarly and professional exchange has changed radically. Traditional modes and Western orientations are no longer defensible. Sustained and expanded overseas educational and cultural exchanges are indispensable in an age where developmental, political, technological, and cultural phenomena are converging at a dizzying rate. Re-assessment of past experience, positive and negative, is essential if international educational exchange programs are to be redesigned to meet future demands.

RECOMMENDATIONS

Y. The private foundations of the nation, especially those of small and medium size, must give special thought to underwriting one or more international travel grants for disciplinary scholars whose promise or proven credentials survive the test of competitive applications. Such support could provide a means of stopping and even reversing travel-grant erosions caused by inflation and competing priorities.

Z. A related problem for overseas disciplinary research is the absence of clearinghouse mechanisms that can provide effective and timely information to disciplinary scholars about the various funding possibilities for overseas research. It is recommended that a suitable instrumentality or instrumentalities be authorized, under grants or contracts, (to use U.S. Office of Education or Department of State funds) to produce an annual directory, up-dated quarterly, that would alert the scholarly community to traditional and new public, private, and overseas sources of financial aid for overseas disciplinary research.

AA. Major American foundations should provide both direct and incentive grants to American universities and to foreign foundations and governments to establish an increasing number of scholarly way stations in selected overseas locations where library, archival, and other academic resources are already available or can easily be aggregated, and where American scholars can pursue scholarly activities in conjunction with or in proximity to peers from other nations. The Center for Advanced Study in the Behavioral Sciences at Stanford, California, and the Woodrow Wilson Center for International Scholars in Washington, D. C., present examples of institutions which, if appropriately adapted, could serve as models for overseas scholarly way stations.

SPECIALIZED LIBRARY RESOURCES

Experts and specialists in all the categories noted in this chapter share a common need: adequate library facilities of a highly specialized type.*

Decreasing budgets, inflation, institutional competition for scarce materials, as well as competing campus priorities have contributed to an overall decline in the amount of funding available to build and sustain library resources for international education.

Money, although the central constraint, is not the only one. It is important to recognize that even at the height of the affluent period in international education, there were deep-rooted and unresolved problems confronting libraries attempting to serve programs in global and intercultural relations. In their drive to achieve prestige and excellence, universities and colleges engaged in efforts that were unnecessarily competitive and duplicative.

This luxury can no longer be afforded. There is a need for a new approach at the national level to assure a more equitable and systematic development of material resources, a more economic allocation of specialized manpower, and a more efficient delivery of research library services -- including adequate and accessible data retrieval systems.

---

* For more detailed information, the report of the Task Force on Library and Information Resources of the International Education Project is available in monograph form. Its title: Library Resources for International Education.

The groundwork for a national system exists and includes such groups as:

-- the national libraries

-- the Association of Research Libraries

-- the Center for Research Libraries

-- the National Commission on Libraries and Information Science

-- the Council on Library Resources

-- the Office of Science Information Service (OSIS) of the National Science Foundation.

Many of the elements of a true national access system are available. The National Program for Acquisition and Cataloging (NPAC) has dramatically increased the amount of foreign scholarly materials held in this country. Computer technologies and electronic communication of bibliographic inquiries between libraries are becoming more widely used.

An effective national library system for international education would have to take into account these primary issues:

-- the reconsideration and more precise definition of resources needed for present and future scholarly endeavors;

-- a systematic approach to acquiring such resources;

-- an organization to index these resources under uniform bibliographic authority and conventions;

-- a coordinated approach for allocation with a central record of the location of each title;

-- a network of national, regional and specialized satellite library facilities to provide geographic balance and to assure substantive collections across a wide range of international areas and topics.

-- a communication system to transmit requests and exchange messages promptly;

-- a faster and more dependable delivery system than that now available through our traditional inter-library loan operation;

-- dramatic improvement in bibliographic control (union lists, analytical guides, etc.);

-- improved assessment of user needs and patterns of actual use;

-- increased availability of training programs for area-study and other library personnel, as well as programs involving the international exchange of professionals in the field;

-- ways to finance and facilitate the movement of language-and-area and other internationally-focused scholars to travel to regional centers and to the Library of Congress for the purpose of pursuing advanced specialized research.

RECOMMENDATIONS

BB. In order to overcome both excessive duplication and serious gaps, the Library of Congress should work with relevant agencies, associations, and institutions in creating a permanent Secretariat charged with the planning and coordination on both a national and regional basis, of the foreign-area and international holdings of American research libraries.

CC. Research-library support should be made available to colleges and universities as a part of the necessary overhead of all international grants and contracts they receive.

DD. The National Program for Acquisitions and Cataloging (NPAC), which is authorized under Title II-C of the Higher Education Act of 1965, should be funded at an adequate level to assure that NPAC may complete centralized cataloging coverage as soon as possible. Bringing the Machine Readable Cataloguing Project (MARC) of the Library of Congress up to a level of full effectiveness is likewise a matter of high priority.

CODA

Education for global relations cannot be exhaustively covered in a brief report. We are especially conscious of the absence or inadequacies of treatment in this essay of the need to design and encourage foreign affairs research programs that bring scholars and practitioners of foreign policy into intellectually satisfying and productive relations. To deal with this problem, the Interface Committee has recently established a Task Force on Mid-Term Research for Foreign Policy. Other neglected areas include student policies and programs, and student-exchange and campus-abroad activities fostered by hundreds of American colleges and universities and ably abetted by the Institute for International Education, African-American Institute, American Friends of the Middle East, Council on International Educational Exchange, National Association for Foreign Student Affairs, American Field Service, Boy Scouts, etc. Education for development assistance is another vast area of national and international concern too extensive and specialized for detailed treatment in a report of this kind. The troubled issue of how to relate the international spread of English as a second language to ethnic-heritage, bilingual, and general-education rationales for increased language study in our schools and colleges needs more considered attention than has been possible in this brief essay. The Task Force Report on Language

Competencies, available in manuscript through the International Education Project of the American Council on Education, is a useful point of departure for those interested in these larger issues of language study.

Finally, even with these important omissions, this report covers a substantial area of national and international concern. Its ultimate importance will not be in the complete acceptance and implementation of all of its recommendations and suggestions, but in the critical discussions it generates and the creative energies it catalyzes.

We urge others to examine and explicate what we have either ignored or slighted.

APPENDIX I - TASK FORCE MEMBERSHIP*

(*Titles and affiliations at time of service in Task Force effort.)

GOVERNMENT/ACADEMIC INTERFACE COMMITTEE ON INTERNATIONAL STUDIES

Academic Representation

Stephen K. Bailey, Chairman,
and Vice President,
American Council on Education

Richard Lambert, Co-Chairman,
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Language and Area Center for
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University of Pennsylvania

Robert Ward, Director,
Center for Research in
International Studies
Stanford University

Leon Twarog, Director,
Language and Area Center for
Slavic and East European
Studies
The Ohio State University

Carl Beck, Director,
Center for International Studies
University of Pittsburgh

Francis Hamblin, President,
Lock Haven State College

Irwin Sanders, Director,
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Boston University

Gordon B. Turner, Vice President,
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Societies

Richard Snyder, Director,
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Ralph Smuckler, Dean,
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Elwin Svenson, Assistant Chancellor,
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John McDonald, Executive Director,
Association of Research Libraries

Government Representation

The Honorable John Richardson, Jr.
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Bureau of Educational and Cultural
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Robert Kingston, Deputy Chairman,
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Robert Leestma, Associate Commissioner
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Granville Austin
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Constantine Menges, Deputy Assistant
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TASK FORCE ON THE DIFFUSION OF INTERNATIONAL STUDIES

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TASK FORCE ON OVERSEAS EXPERIENCE AND PROFESSIONAL SKILLS REINFORCEMENT

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TASK FORCE ON LIBRARY AND INFORMATION RESOURCES

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University of Missouri-Columbia

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Latin American Collection
The University of Texas Library

John H. Berthel
Johns Hopkins University Library

Hendrik Edelman, Assistant
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Cornell University Libraries

Gustave A. Harrer, Director,
The University Libraries
University of Florida

Philip J. McNiff, Director,
Boston Public Library

Rhoads Murphey, Associate Director,
Center for Chinese Studies
University of Michigan

Hans E. Panofsky, Curator of Africana,
Melville J. Herskovits
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TASK FORCE ON LIBRARY AND INFORMATION RESOURCES, Continued

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Warren Tsuneishi, Chief,
Orientalia Division
The Library of Congress

APPENDIX II: FROM THE NATIONAL NEED FOR PUBLIC UNDERSTANDING

Appendix II-A - Elementary and Secondary Education

--- The Association for Childhood Education International focuses much of its activities on the professional development of teachers. It is a nonprofit membership organization with over 40,000 members, supported by membership dues and the sale of publications.

The Association strives to improve the education of children from infancy to early adolescence, and to raise the standard of preparation and encourage continued professional growth of teachers.

A special project in international and intercultural education, "Neighbors Unlimited", has produced a form for an "Elementary Survey of the International-Intercultural Dimensions of Your School" and evaluative advice on its use. The Association publishes a variety of useful materials, including "Background Books on the World for Teachers," "Books on Cultural Anthropology for Teachers," "Books on Teaching about the World," and periodic "Resource Bulletins."

The Association organizes and convenes conferences, workshops and summer study programs, provides a service for foreign visitors, and maintains an information service, a library and a retrieval service.

--- The Charles F. Kettering Foundation supports an educational program known as the Institute for Development of Educational Activities, Inc. (IDEA)

The objectives of IDEA are to encourage constructive change in elementary and secondary schools.

Diffusion activities of IDEA include "A Study of International/Global Education" which is a component of a "Study of Schooling in the United States." Begun in 1973, this Study aims at: (1) an in-depth analysis of international/global education as it is taught, perceived, and experienced in 72 elementary and secondary schools in the United States; (2) preparation of exemplary models of practice in international/global education; (3) identification of gaps

between practice and the exemplars; and (4) recommendations to policy-makers on how and what to change in order to improve international/global education in the schools of the United States. In addition, IDEA has sponsored conferences, one in Zurich entitled, "Global Education: Helping Secondary Students Understand International Issues."

--- Among other programs, The New York State Education Department supports a Center for International Programs and Comparative Studies.

Objectives of the program are to strengthen opportunities and resources for international and comparative studies in the schools, colleges, and universities of New York State. With program activities in fields such as intercultural relations, conflict resolution and international cooperation, the Center gives special attention to the non-European regions of the world, and their relationship to significant aspects of American society. The Center is also engaged in developing knowledge about foreign educational systems and in assisting other divisions of the State Education Department in furthering their own international activities.

Publications of the Center include a monthly newsletter, Intercultural Studies Information Service, and a cooperative dissemination/publication program, Learning Resources in International Studies. The Center and the Council for Intercultural Studies and Programs jointly sponsor the Foreign Area Materials Center in New York City, which prepares and distributes materials on foreign areas, primarily for use in undergraduate teaching. An Educational Resources Center in New Delhi, India, prepares materials about India for American schools and colleges, and arranges programs for American teachers and faculty members. The Center also runs in-service institutes and conferences for elementary and secondary school teachers, seminars for college faculty members, and programs for undergraduate study of neglected languages.

--- The U.S. Office of Education, under the auspices of its Division of International Education sponsors a Group Projects Abroad Program under which groups of teachers travel for two to three months of study in countries in which the United States has excess currency accounts.

The U.S. Office of Education also has a Curriculum Consultant Program which provides educational institutions with an opportunity to bring educators from other countries to the United States to teach and work with teachers on the development of international studies curricula.

Under the auspices of NDEA Title VI, language-and-area centers and programs sponsored by the U.S. Office of Education are instructed to include diffusion activities as one component to their work. Centers have sponsored in-service workshops, materials development, and a wide range of other diffusion activities.

In addition, the U.S. Office of Education sponsors a program aimed at infusing international content into the curricula of those institutions particularly concerned with the training of teachers. Since this program is primarily focused on the first two years of higher education, it is also very concerned with general education in the community college portion of the postsecondary education spectrum.

Programs which are problem-, issue-, or topic-oriented and that feature a comparative and interdisciplinary approach to transnational matters of common concern are yet another example of innovative initiatives sponsored by USOE's Division of International Education. These studies, which may include such topics as comparative urban and environmental studies, East-West relations, and international trade and business, are focused primarily upon the master's degree level.

Appendix II-B - Postsecondary Education

— The University of Michigan conducts a Project on Asian Studies in Education which uses voluntary services and resources from area-studies programs and the School of Education to bring to life the Asian experience for Americans. Support comes from grants by the National Endowment for the Humanities and the Center for Japanese Studies which derives funding from the government of Japan.

A Resource Center gathers and evaluates educational materials on Asia, including audio-visual aids. Learning packages on China expose the student to the life of the Chinese people and encourage the student to develop solutions to problems which the Chinese system is now experiencing. Consultation services are provided, upon request, to elementary and secondary schools and to community and four-year institutions. Conferences, seminars and summer workshops offer opportunities for in-service training and faculty development. Twelve-week courses are offered on methods and materials in Chinese and Japanese studies which assist teachers in designing materials, visiting with scholars of the country, and working with other teachers in simulation exercises.

--- As a member of the Great Lakes Colleges Association, Earlham College at Richmond, Indiana is able to make available to its students exploratory foreign study opportunities. In addition to normal language instruction and academic programs under the College's own supervision in France, England and Germany/Austria, programs supervised by the GLCA and its member colleges include study options in the Middle East, Colombia, Scotland, India, Senegal and Sierra Leone. In addition, Earlham is the agent college for a regularly conducted GLCA program at Waseda University in Tokyo, Japan. The College conducts preparatory courses for students in this foreign-study program. East Asian studies is conceived as an integral part of the College's liberal-arts program. Faculty members, a number of them Japanese, teach courses in many disciplines related to East Asian and Japanese life.

In January, 1974, with the cooperation of the Johnson Foundation, Earlham convened a Conference on Japanese Studies in the Liberal Arts at the Foundation's Wingspread Conference Center. This led to the establishment of an Institute designed to meet the needs of humanists seeking to incorporate, in present curricula, content related to East Asian culture.

--- Unique among community colleges, the Fashion Institute of Technology services an industry rather than a geographical area. It is organized as a public two-year college under the State University of New York and receives sponsorship from the city of New York as well. Four per cent of its 2,000 full-time, day-school students come from other countries.

The education of foreign students is but one aspect of F. I. T.'s role in the international community. The school supports faculty involvement in dialogues sponsored by the State University of New York Program of International Studies and World Affairs, offers courses in international and area studies, and maintains a "Cosmopolitan Club" where foreign students host students from many nations and cultures.

F. I. T. is directly involved with official government agencies and business concerns throughout the world. For example, F. I. T. was invited to participate in the American Industries Fashion Presentation in Moscow where students and faculty spent the summer producing fashion shows for Russian citizens.

Over the years, similar shows were organized in Czechoslovakia and Poland as well. Currently, F. I. T. has undertaken a program with the College of Distributive Trades in London, England in which many of its students enroll for a semester of full-time study.

Requests for F. I. T. to undertake technical assistance projects are numerous. Under the sponsorship of AID, the school sent a team of experts to Central

and South America to accelerate the education of personnel needed for the textile and apparel industry. Teams have worked extensively on specific assignments in Mexico at the Escuela de Corte y Confección in Querétaro, and with the National Chamber of Commerce in Monterrey. Faculty and students have also worked collaboratively with other colleagues in Japan, Europe, and the Middle East. There is an active F. I. T. Alumni Association in Puerto Rico. Currently, one faculty member serves on an International Fashion Committee which advises the Israeli Ministry of Commerce and Industry.

--- After several years of preliminary experimentation, the Association of Colleges and Universities for International-Intercultural Studies, Inc. was incorporated in 1967 with twelve member colleges. At present, membership stands at thirty-six, and is remarkably diverse. There are two universities, two junior colleges, one women's college, one men's college and a majority of four-year liberal arts colleges. Geographically, they extend from Florida to Nebraska, from New Orleans to Pennsylvania, from Virginia to Kansas. Some are urban, some are rural, some serve clientele from cities and the countryside.

ACUIIS offers its members high-quality leadership in international education at reduced costs; counsel in the internationalization of the local campus; assistance in bringing scholars and lecturers to campus; financial assistance; resource pooling in foreign study and travel; off-campus programs for students; faculty and student exchange and research programs abroad; information on teaching aids and curricular materials; aid in production and publication of scholarly works; regional institutes, workshops and seminars; maintenance of liaison with governmental agencies; fund raising; and establishment of effective working relationships with colleges and universities in many foreign countries.

Its activities include a student seminar in India; a United Nations seminar; the maintenance of an Institute of International Studies in Graz, Austria; a year abroad program based in Harlaxton Castle, Grantham, England; and seminars for academic officers of ACUIIS colleges in various strategic university centers in other countries.

--- The Consortium for International Studies Education is an affiliate of the International Studies Association, which operates as an institutional network for developing, testing, and disseminating innovative materials in the field. The various activities undertaken by the organization are designed: (1) to increase general interest in pedagogical problems and the value of new approaches to teaching in global interrelationships; (2) to cultivate a body of international studies instructors skilled in the most advanced educational technology; (3) to promote the production of sets of materials or learning packages which reflect these innovations and which have a demonstrated utility; (4) to make course modules available for widespread use in international studies curricula; and (5) to provide a continuing mechanism for reviewing educational objectives and methodologies in the field.

More than thirty institutions throughout the United States belong to CISE, ranging from large universities to small liberal arts colleges and to other consortia as well. In addition to the CISE Learning Package Series aimed at undergraduate education, CISE publishes an Occasional Paper Series which serves as a clearinghouse for newly-developed teaching exercises and provides an outlet for educational research notes and essays on international studies education topics. CISE also sponsors a summer institute program, workshops at professional meetings, and distributes a bimonthly newsletter, Interchange.

--- The Five-Year B.A. Program at Yale University, founded in 1965 under a grant from the Carnegie Corporation of New York, began as an experiment designed to explore arrangements within and beyond the college curriculum that would train people to educate themselves and to develop skills and experiences not necessarily tied to specialist or graduate training.

Approximately a dozen students are chosen as fellows in the program each year from the sophomore class and given the opportunity to spend 12-15 months in a contrasting (normally non-Western European) culture between their sophomore and junior years. For those selected, the program provides a small grant of $300 for travel and health insurance. The students are expected to find their own jobs overseas to provide maintenance while abroad. Among jobs that students have found are managing a hospital in Gabon, social work in a Peruvian slum, teaching new math to teachers in Ethiopia, teaching English in Japan, and distributing medical supplies to mission stations among Indian communities along the Amazon River. Fellows are expected to write to the program at Yale at regular intervals and their descriptive reports are circulated among all those overseas in a given year.

Upon return, students are expected to work out their own courses of study at Yale. Some follow academic programs within a standard disciplinary major or an area-studies major. Those who are interested in more breadth than standard disciplinary or area majors offer have been helped to design special inter-disciplinary programs. In some cases, special tutorial courses have been arranged, usually by the students themselves in consultation with particular instructors.

--- A new institution, the International Baccalaureate, makes possible a challenging academic program primarily for students up to the age of twenty. It is already being used experimentally in the United States to bridge the gap between high school and college and to provide opportunities for study abroad under controlled conditions.

For those who follow the full diploma course of eight subjects, the International Baccalaureate Office in Geneva provides a terminal examination which has been recognized as an entry qualification by all the major universities of North America and Western Europe and has been widely accepted throughout the rest of the world. In the United States, holders of the diploma have been granted a minimum of one year's credit at such colleges as Harvard, Princeton, Barnard, Michigan, and Stanford, and increasingly, have been awarded two years' credit. The program and examination for the I.B. were first introduced in 1967 to meet the needs of the rapidly expanding mobile community whose members are required to live outside their native country. These children needed a common educational program for late adolescence which would be recognized for entry by the most selective universities in all the countries to which their future lives might take them.

Building on the base of existing I.B. schools, it is not unrealistic to see the development of an international network of affiliated institutions. The I.B. would enable participating schools to share students, staff, and resources, without the current complexities of differing national systems. The International Baccalaureate office in Geneva encourages the development of new courses which would facilitate this interchange at many levels.

In the United States it would seem possible that the I.B. curriculum might be offered either in schools with Advanced Placement courses, in colleges with early admissions at the end of the eleventh grade, or in a combination of the two where the teaching of the first year course, although physically located in the high school, is carried out in collaboration with a college.

Rockland Community College in Suffern, N.Y., serves as the American I.B. office, and offers its I.B. program on this basis, recruiting essentially on the basis of early admissions--although also open to entering freshmen--thus combining the senior year of high school with the freshman year of college.

Appendix II-C - Current Federal Agency Activity

-- The National Endowment for the Humanities (NEH) is an independent federal agency which has a mission to serve all areas and levels of humanistic study in the United States. Consideration of the humanities, broadly defined, must be central to all grant proposals. Importantly, the Endowment has a strong interest in improving the teaching of the humanistic disciplines, and in finding appropriate ways to open curricula to non-Western studies and concepts.

In recent years the Endowment has emerged as a significant source of support for international education by funding several major projects in the international studies area. A variety of grant categories, three of which are described below, exist to meet a range of different program needs.

NEH's Project Grants program is designed to promote the development and testing of imaginative approaches to humanities education, particularly those which may serve as models for other institutions.

A Project Grant was recently made for the design of strategies to strengthen the undergraduate teaching and study of Asian philosophies and religions. Another grant was awarded for the production of a microfiche archive of South Asian art for availability in the United States as a resource for students engaged in advanced study, and teachers developing courses in the history of Asian Art. In another instance, a university was awarded a grant to research and develop resources for general educational understanding of Bengali culture and tradition.

Another type of award offered by the Endowment is the Program Grant, which addresses itself to a single aspect of an institution's humanities curriculum. For example, one college recently received a Program Grant to support a program in Asian Regional Studies, in which students

would concentrate on China, Japan, and India. One of the purposes of the program is to extend offerings beyond literature into other aspects of Asian culture; another is the re-training of key faculty abroad.

The Development Grant awarded by NEH is distinguished from a Program Grant in the scope of the activity--in that the Development Grant encompasses the full range of instruction in the humanities at an institution. For example, a Development Grant was awarded to a graduate school of international relations to develop a program which draws on the humanities to illustrate the cultural, historical and intellectual forces which shape the ways in which societies perceive themselves and their external interests.

In addition to these awards offered through the Education Division, other grants are available through the Division of Research and the Division of Fellowships and Stipends.

-- The National Science Foundation (NSF), established in 1950 as an agency of the Federal government, has a mandate to promote the progress of science by supporting basic research, enhancing manpower development, and facilitating scientific communication. The Foundation's activities include research programs, education programs, facilities programs, science information programs, international cooperative scientific activities, and others.

NSF recognizes the fact that science is not parochial, and as such, cannot be perceived as the domain of any single nation-state. Thus in order to exchange and acquire knowledge, and to collaborate on solving common problems, NSF's activities have extended naturally into the international sphere. The international aspect of the sciences prevails throughout the National Science Foundation, and involves research project support, research application, science education and others.

Support is available for international activities under the various programs administered by NSF. For example, NSF supports social science research relating to foreign areas and international affairs through its Division of Social Sciences. Under this rubric, research on various peoples, social organizations, cultures and societies is supported, as well as the scientific study of international affairs.

The Directorates for Astronomical, Earth and Ocean Sciences, and Scientific, Technological and International Affairs sponsor a variety of programs of international importance as well. Among these are such programs as International Research Programs, International Cooperative Scientific Activities, Special Foreign Currency Programs, and the Science Information Service. The International Research Programs most relevant to the international education community are the Polar Research Programs and the International Decade of Ocean Exploration.

Through its International Cooperative Scientific Activities, NSF encourages and supports U.S. scientific participation in international science programs and activities that promise maximum benefit to the U.S. scientific effort. The program: (1) fosters the interchange of information among scientists in the U.S. and foreign countries; (2) initiates and supports scientific activities in connection with matters relating to international cooperation; (3) supports basic research abroad (in special cases) as a supplement to the national research effort; and (4) provides support to U.S. institutions for research conducted abroad.

The central purpose of NSF's Special Foreign Currency Program is to promote the establishment of enduring collaborative efforts between scientists and institutions of the United States and participating countries. These awards are in two categories: (1) grants for research, science education,

international travel, and visiting scientist activities; and (2) contracts for procurement of scientific and technological information.

The international activities of the Science Information Service pertain primarily to participation in UNESCO and OECD information programs; payment of national dues and travel assistance for U.S. specialists to attend key meetings of international organizations; and service as the focal point for participation in various bilateral scientific exchanges.

In addition to the programs described above, NSF conducts an array of fellowship programs with international relevance, such as Graduate Fellowships, NATO Fellowships in Science and the Visiting Foreign Scholars Program.

-- Another Federal agency of interest to the international education community is the Smithsonian Institution. The Smithsonian, established by Congress in 1846, administers various programs which are international in scope. Principal among them are the Woodrow Wilson International Center for Scholars, the Special Foreign Currency Program, and the International Exchange of Scientific and Literary Publications and Government Documents.

The Woodrow Wilson International Center for Scholars was established by Congress in 1968 for the purpose of "symbolizing and strengthening the world of learning and the world of public affairs". Because of the expansive scope of its mandate, the Center awards fellowships to distinguished men and women from the broadest spectrum of fields. As many as forty scholars - approximately half from the United States and half from other countries - are selected yearly to work at the Center. Emphasis is given to studies designed to increase man's understanding of significant international, governmental and social problems and to suggest methods of resolving such problems. There are three basic categories which attempt to embrace research on the

salient global problems of the decades ahead:

- Historical and Cultural Studies
- Social and Political Studies
- Resources, Environment, and Interdependence Studies

The range of research possible under these rubrics is evidenced by the fact that past studies have included such topics as: a survey of various ethnic policies practised by selected foreign countries; an assessment of the appropriate U.S. level of international responsibilities in relation to those of other countries vis-a-vis the "post-Vietnam" period; generic growth and development studies of transnational scope which correlate population, resources, and technology to political stability; and environmental studies relating to national sovereignty versus international water rights.

The Smithsonian Institution's Special Foreign Currency Program is unique in one respect: the Smithsonian is the only administering agent of excess foreign currency funds constrained by its authorizing language to award these monies solely to U.S. institutions. The Smithsonian is, however, strongly supportive of U.S. institutions seeking linkages and cooperative arrangements with appropriate institutions in the excess foreign currency countries. Grants are awarded in the following categories:

- Archaeology and Related Disciplines;
- Systematic and Environmental Biology;
- Astrophysics and Earth Sciences; and
- Museum Programs.

Finally, the Smithsonian also conducts a program entitled Exchange of Scientific and Literary Publications and Governmental Documents. The principal objective of this program is to provide, through Federal funding, a means for distributing publications to other countries.

-- The Fund for the Improvement of Postsecondary Education is a separate organizational entity within the Department of Health, Education and Welfare which has as its basic purpose the extension of educational opportunities at the postsecondary level. Its mission is to improve the effectiveness and quality of postsecondary education as a whole. Assistance is given to educational institutions and agencies for a broad range of reform and innovation. The Fund does not, however, award support to proposals for basic research.

The Fund administers three program competitions: the Comprehensive Program, the Special Focus Program, and the National Projects Program. Of these three, the Comprehensive Program is the most relevant to international education. Subsumed by this program, there are five broad areas under which proposals may be submitted: (1) new approaches to teaching and learning; (2) implementing equal education opportunities; (3) revitalizing institutional missions; (4) new educational missions; and (5) encouraging an open system.

International education proposals dealing with missions to explore new means of increasing student awareness of other nations and cultures as an integral part of a liberal, technical or professional curriculum receive serious condideration from the Fund under point (4) above.

The Fund does not have a history of supporting internationally-oriented proposals, but has only recently revised its guidelines to clearly embrace proposals of this type. Despite the fact that international/multicultural projects have now been given explicit eligibility for consideration by the Fund, the lack of funded projects of this type reflects to a great extent the lack of institutional responsiveness to the stated purpose of the Fund. International/multicultural projects likely to be supported by the Fund would necessarily need to demonstrate transferability to the larger universe of postsecondary institutions, and integrality with institutional goals and objectives.

Appendix II-D - Adult Education

--- The public higher education institutions of Massachusetts are making progress toward statewide cooperation in international endeavors. A conference on the "International Role of the University in the 1970's" held in 1973 under the joint sponsorship of the University of Massachusetts and the International Council for Educational Development initiated this cooperative effort. At the final plenary session, conferees called for the establishment of two committees to foster statewide cooperation.

The first committee, The Statewide Committee on International Studies and Programs, includes equal membership from the community and state colleges, and the three campuses of the University, as well as the Southeastern Massachusetts University. The committee concentrates upon international studies, study abroad, and foreign student affairs. The second committee, the Committee on the University as a Commonwealth Resource: International Trade, Technology, and Labor, is comprised of representatives from labor, industry, and international commerce in the Commonwealth, representatives of the University, and various at-large members, such as the Dean of the Fletcher School of Law and Diplomacy.

The Statewide Committee on International Studies and Programs lists among its accomplishments to date, the following: a workshop at which some 50 faculty, administrators and students from all three sectors of public higher education compared notes on their overseas study offerings and better ways to serve all constituencies through increased cooperation; an inter-campus area-and-international-studies exchange through which college faculty may spend a sabbatical semester at the University to up-grade their own skills, while advanced graduate students from the University take over at least a part of their teaching duties at the college; a quarterly newsletter which keeps the

cooperating institution informed of current news on international education; and recently, cooperation in area-studies program development among the various state colleges.

The statewide committee relating to economic concerns has examined the international balance sheet of the Commonwealth with a view toward stimulating more overseas marketing by Massachusetts industry. The committee is also attempting to define ways in which to attract foreign investment into the state. Seminars for the business and labor communities on labor relations abroad and other current developments overseas are projected.

--- A creative example of quality television programming directed toward children is "Big Blue Marble". This series was first shown on American networks in 1974, and was televised in other countries in 1975. It is the first world-wide television series for children, and is shown on both educational and commercial television stations without commercial interruption.

"Big Blue Marble" was created and produced as a public service by International Telephone and Telegraph Corporation. Addressing the 8-to-12 age group, the program is designed to encourage intercultural awareness and appreciation in children by showing how children in other lands live, work, play and grow up.

At least three different countries are featured in each program. The format utilizes the concept of the commonality of shared experiences. All segments are filmed on location. The program is interspersed with folk tales from different lands.

The goal of "Big Blue Marble" is to instill a sense of world-mindedness through exposure to a wide variety of disciplines and experiences. These disciplines include: social studies,

literature, language and linguistics, arts and crafts, sports, games, recreation, science, and career motivation. Behavioral concepts such as cooperation, conflict, morality, and interdependence are explored as well.

Teacher response to the program has been so enthusiastic that ITT is currently preparing a series of audio-visual kits in three subject areas: career awareness, literature, and crafts. The kit will include filmstrips, books, posters, games, riddles, and study assignments. A publication is also planned.

--- Beginning in January, 1975, the first of nineteen hour-long programs on International affairs was broadcast on public television. The series was made possible through funding contributed principally from the German Marshall Fund of the United States with additional money from the Ford Foundation, the Inter-American Foundation, and the Corporation for Public Broadcasting.

The programs vary in format, but all are hosted by American journalist, Bill Moyers. Program formats are adapted to suit the nature of the topic which is being featured, and have included interviews by Moyers of outstanding or noted international leaders; pictorial essays utilizing film segments from foreign television; and panel discussions of topical issues such as food, population, pollution, energy, etc., by individuals of international stature.

Impetus for the program was provided by the previously noted 1973 UNESCO survey of 100 countries, which revealed that only 1-2% of the average television week on commercial and public television in the United States is devoted to international programming. Of this miniscule percentage, again, the lowest average of any of the countries surveyed, the majority of programs were in the category of "entertainment," such as foreign films, rather than serious attempts to focus upon global issues.

--- Extension in International Affairs was established as a separate section in the University of Illinois Division of University Extension in 1964. It has provided bibliographical materials, published conference papers, furnished tape recordings, and produced special radio broadcasts to Illinois citizens. In 1973, the instructional programs of the Division of University Extension were transferred to the campus levels and Extension in International Affairs became a part of the Office of Continuing Education and Public Service, University of Illinois at Urbana-Champaign.

Extension in International Affairs develops major conferences on world affairs held annually in communities throughout Illinois. Interinstitutional cooperation between the University and local colleges and universities is an important feature of these programs. Nearly 10,000 Illinois citizens have participated in the annual conferences. Diplomats representing the United Nations and many foreign countries and faculty from the University of Illinois and other colleges and universities have contributed substantially to the success of these programs. Recent conferences have focused upon such topics as "The Arab-Israeli Conflict" and "Domestic Pressures and the Making of Foreign Policy in an Interdependent World."

One result of the conferences and other programs conducted by Extension in International Affairs has been the establishment of the Quad-Cities World Affairs Council (1969), the World Affairs Council of Northwestern Illinois (1971) in Rockford, and the Peoria Area World Affairs Council (1972). Each council sponsors ongoing world affairs programs in its community with Extension in International Affairs playing a consulting role and local colleges and universities providing substantial material for program development. Continued support from local industrial and business concerns helps to insure the future of these new organizations.

Extension in International Affairs publishes a quarterly Bulletin, which disseminates information on world affairs activities in Illinois to educators and to businessmen and community leaders throughout the state.

For civic and professional organizations throughout Illinois, Extension in International Affairs has established a Speakers' Service which includes recognized authorities on approximately 155 wide-ranging topics related to area studies and world affairs, including the timely issues concerning United States foreign relations and trade policies.

--- The Great Decisions Program of the Foreign Policy Association serves as an important tool for focusing public attention on critical foreign-policy questions. Great Decisions is an annual program in which nationwide discussion groups form the basis for materials subsequently published and distributed to schools and adult groups.

Eight separate issues are chosen yearly as topics for the discussion groups by the Foreign Policy Association. Discussion of each designated issue is impartially recorded by the Association, which compiles each debate into a separate book. In addition to the debate, the books contain an opinion ballot so that each group utilizing the materials may independently examine the topic and draw a consensus among its constituents. The ballot, in turn, may then be submitted to relevant policy-makers as an expression of the group's considered viewpoint on a given issue.

As it is constructed, the Great Decisions Program is designed to encourage study and discussion of current foreign policy issues. Thus it promotes and stimulates the independent examination and formulation of opinions.

--- Twelve Nieman Fellowships are awarded annually at Harvard University to newspaper men and women. The purpose of the Fellowships is to provide a mid-career opportunity for journalists to study and to broaden their intellectual horizons. The typical Nieman plan of study combines general education with concentration in one or two fields.

Applicants must have at least three (preferably five to ten) years of newspaper experience, and be less than forty years of age. Fellows may not be degree candidates and receive no formal credit for studies. Each applicant must obtain a leave of absence for one year from his employer to whom he must return upon completion of the year, and must refrain from professional writing throughout the year.

Income from the Nieman Endowment supports Fellows from the United States, who are free to study in all the schools and departments of the University, graduate and undergraduate. In addition, the program also includes about six Associate Nieman Fellows from foreign countries each year.

--- In 1974, a new fellowship program was instituted by the Henry Luce Foundation to provide international exposure to a largely unserved segment of the American public: American citizens between the ages of 21 and 30 who already have obtained at least a bachelors degree. Each year fifteen persons with careers and professional aspirations unrelated to Asian-Studies fields are chosen for a full year of study, work, and travel in the countries of East Asia. The "Luce Scholars" are carefully selected from among a variety of disciplines. The primary criterion for selection is a clear potential for future accomplishment in the candidates' chosen career.

The stated purpose of the fellowships is to provide a number of future leaders with broadened insights and sensitivities which could have a significant impact on America's future relations with Asia, and upon the cultural and political development in the U.S. of enlightened policies.

The Luce Scholars are not formally enrolled in any educational institution abroad, nor are they given academic credit for their participation in the program. Individual internships and work study arrangements are developed for each Luce Scholar on the basis of career interests and preparation. For example, a lawyer might be placed as an intern with the Malaysian Attorney General, a biologist with the Institute of Biotropical Medicine in Indonesia, an artist in the studio of a noted Japanese painter. In each case, the Asian colleague will serve as mentor and counselor during this period.

Since the individuals chosen will have had little or no advance preparation for an intensive, yearlong experience in Asia, an orientation program precedes departure. Scholars spend two weeks in Washington, D. C., where they meet with Asian diplomats, journalists, and scholars, as well as American academic specialists and government officials who deal with Asian affairs. Once in Asia, the Scholars take part in a four-week graduate-level seminar on topics ranging from Asian approaches to economic development to traditions in religion and the arts. One final seminar is held in Asia at the conclusion of the year to summarize and assess the experiences.

APPENDIX III - FROM THE NATIONAL NEED FOR EXPERT KNOWLEDGE

Appendix III-A - Language-and-Area Specialists

--- The Stanford University for Arms Control and Disarmament, while also concerned with the more general aspects of problems of arms control and disarmament, has a special interest in the Chinese and Japanese aspects thereof. The Chinese Peoples Republic is the third greatest of the present nuclear powers. Japan has the capacity, if not at present the desire, to join the ranks of the major nuclear powers with unprecedented speed and efficiency. Yet both states lie completely outside the purview of the current arms control negotiations.

The problems of arms control and disarmament are complex and highly technical. In recognition of this the principal participants in the Stanford project include specialists in high energy physics, engineering, and biology, as well as international relations and the field of arms control and disarmament. Equally involved, however, are a number of outstanding specialists in Chinese and Japanese politics drawn from the language-and-area component of the Stanford faculty. The result is a most unusual academic joint venture that links the skills of physical, natural, and social scientists with those of area-trained disciplinary specialists in a manner well calculated to reinforce and multiply the professional potency of the group as a whole.

Appendix III-B - Multidisciplinary and Problem-Oriented Specialists

U.C.L.A. has pioneered in the difficult task of relating professional schools to problem-oriented area-studies programs. The Latin American Center at UCLA has designed and established a campus-wide Dean's Advisory Committees for Latin American Studies which function in eight professional schools and colleges where they serve to generate, sustain and increase faculty interest and participation in Latin American area-and-language training and research.

For close to a decade, UCLA has maintained an active exchange program with the University of Chile in which 361 persons from Chile and 200 UC faculty and students have participated to date. Other activities include a faculty Exchange Program with the Instituto Politecnico of Mexico, a UCLA-Brazil Student Leader Seminar, a Chilean Law School Seminar and a development project in the northeast of Brazil conducted by UCLA's Schools of Engineering and Business Administration. The University has maintained regional centers in Mexico, Colombia, Venezuela and Brazil for over ten years.

Cooperation between the project-oriented professional and the area specialists in the social sciences and humanities is aimed at making UCLA a resource base for the solution of theoretical and practical problems of development.

The interdisciplinary nature of the Latin American Center channels specialists with Latin American expertise into active curricular and service activities in the public schools, K-12. In order to locate experimentation in a receptive environment, the personnel of UCLA's University Elementary School have collaborated closely with the Latin American Center. The Center also works with the Los Angeles City Board of Education. Materials

have been developed for the Sixth Grade curriculum, and needs - assessment surveys have been undertaken to measure parental and community attitudes and expectations re: the redesign of existing social studies courses in the public schools.

--- Twenty-seven businessmen and government officials from 22 developing nations in Africa, Asia, and Latin America are participating in a six-week work-study course in Export Development and Promotion. The course is being conducted by the World Trade Institute in collaboration with Pace University. The purpose of the course is to help participants identify export opportunities in the United States and world markets, and define strategies for promoting their products abroad.

The format consists of applied marketing workshops and formal lectures on international trade topics. Individual participants will make a series of visits to selected U.S. companies engaged in importing, distribution and manufacturing. At the end of the program, each participant will have completed a detailed market study, with recommendations for an export plan which may be implemented in his own country.

The Export Development and Promotion program has been presented by the World Trade Institute three times previously. Many of the participants attend through grants from the United States Agency for International Development (AID), which has designated the World Trade Institute as its professional training center for the development of export programs for emerging nations.

--- The International and Development Education Program at the University of Pittsburgh (IDEP) emphasizes a graduate curriculum designed for U.S. and foreign students who wish to pursue careers in the study of education and social change in the United States or abroad. The multi-disciplinary programs offered explore education and its relation to economic, political, and social change in the developing nations of Latin America, Asia, Africa, and in the poorer urban and rural areas of the United States.

IDEP faculty and students work together in classes, seminars, individual study programs, and outside the formal classroom on field research projects, internship with planning or action agencies, school surveys, and on articles and monographs for publication. Emphasis is placed on individualized programs for graduate students which actively utilize resources throughout the University of Pittsburgh, its urban environment, and, whenever possible, at the international level.

The University Center for International Studies (UCIS) coordinates these activities and supports special programs emphasizing area studies, interdisciplinary research, and international service projects. Interdisciplinary activities include the Center for Latin American Studies, the Asian Studies Program, the Russian and Eastern European Studies Program, the Comparative Communism Program and the Advances Industrial Societies Program.

IDEP maintains a special documentation center, the IDEP Clearinghouse. It represents a major collection of ephemeral materials on educational development, policy and planning throughout the world that are not easily available in the U.S. Users of more than 12,000 of these primary source materials are persons within and without the University, including international clientele. Initially established to collect and disseminate information on educational planning and development activities in developing countries, the Clearinghouse now includes information on the inner city, community affairs, minority programs and related areas. There is an interlibrary and an interinstitutional exchange service, and a capacity to assist in the recruitment of international students, exchange professors and as the basis of special seminars.

In 1974, the University of San Francisco and the Tokyo Broadcasting System (TBS) entered into a joint venture which resulted in a USF satellite school in Tokyo initiated in September 1974. The university has formed a partnership with the nonprofit education subsidiary of TBS, entitled Toho Gakuen, under which the College of Business Administration will staff and operate a program in business for Japanese students. The school in Japan will be called the University of San Francisco-Toho Gakuen.

Upon completion of the first two years of the curriculum in Japan, the students will move to San Francisco for the final two years of college leading to a bachelor's degree in business at the University of San Francisco. By 1979, the University's Tokyo satellite is expected to be matriculating 100 transfer students per year.

--- The Agency for International Development contracts with the Agricultural Research Service of the Department of Agriculture and with numbers of other universities and other agencies to carry out research in this country and abroad on agricultural problems of the developing world. Illustrative of this large research effort is a program partly supported by AID involving transnational collaborative research at the University of Nebraska.

Beginning in 1969 an international Winter Wheat Performance network was established, which in 1974 involved collaborative research at 55 different locations in 35 countries. Seeking an early identification of superior winter wheat geno-types and the improvement of nutritional quality in various wheat production areas of the world, the nursery research network involved at least 60 agricultural scientists in genetics, plant breeding, plant physiology, agronomy, and plant pathology. This, in turn, led to the exchange of wheat germplasm between these countries.

Additional funds would permit the nursery network to tap its excellent resources and identify further the interrelationships of soil, environmental, and managerial factors that would achieve high productivity in wheat varieties.

Appendix III-C - Multidisciplinary and Problem-Oriented Specialists (Transnational Research Activity)

--- In 1963, several major economic research institutions in Latin America joined forces in a common research program, called the Program of Joint Studies on Latin American Economic Integration, known as ECIEL, the acronym for its Spanish name, Estudios Conjuntos sobre Integración Economica Latinoamericana. The program has been coordinated by staff members of the Brookings Institution.

The major objective of the program has been to prepare professionally competent and useful studies. It has also strengthened the economics profession in Latin America through cooperative effort and support for the development of the participating institutions. Since 1963, other research institutions have joined ECIEL, and now twenty-one institutions from thirteen Latin American countries and the United States are participating in the program.

The program has been coordinated mainly through seminars held twice a year and attended by the principal researchers from the participating institutions as well as invited observers from other national and international organizations. Field work and data collection have been done by the individual ECIEL Institutes. The Brookings coordinator is responsible for the international analyses and the editing of publications.

The ECIEL program focuses on comparative empirical research in economic integration and development. It has published one study on the costs and location of industrialization in a Latin American common market and has four other studies under way. Benefits accruing from ECIEL transnational collaborative research have included: liberal access to data and unpublished materials; the acquisition of specialized knowledge about foreign countries that might be otherwise unavailable to American researchers; heightened ability to make special investigations of population, household, and enterprise surveys in a foreign country; widening of contacts to local research and educational institutions with their own diverse resources; and increased access to local financial resources.

--- Project Link of the Social Science Research Council (SSRC) is the product of an effort initiated by SSRC in 1968 to forge links between national econometric models and to establish the framework for a world model by integrating the research efforts of the various model-building groups. The planning conference in 1968 included four American economists as well as economists from Great Britain, Canada, Japan, the Netherlands, and Belgium.

For more than five years, University-of-Pennsylvania-based Project Link has assembled dozens of economists from all over the world for annual meetings in various national centers. The purpose: to report, compare notes, and suggest improvements in econometric model-building.

Tangible results of the Project include: complete incorporation of the improved Bologna Model for Italy, introduction of the new POMPOM Model for France, and introduction of the Reserve Bank of Australia Model. In addition, most of the other models have been updated and revised.

The Project has a capability for multi-year simulation, faster convergence to a world simulation model, provision of results before and after international linkage, and correction for programming errors. It is now in a form which can be taped and distributed throughout the world. Presently, the Link system is being used simultaneously in several different countries, and a recent discussion at Stockholm facilitated further distribution of analytical materials.

--- The Department of Health, Education and Welfare is involved in numerous international activities, including many projects with a transnational collaborative component. The United States-Japan Collaborative Medical Science Program, announced at the end of Prime Minister Sato's visit to Washington in 1965, has been particularly successful. It is an example of an intergovernmental scientific relationship intended primarily to benefit the people of Asia, but which, in fact, provides data available and useful to the United States and other nations of the world.

Only six disease categories were selected for research. Within each of these the effort has been limited to objectives where programs are likely to produce large effects. There is an equitable balance of inputs by the two nations.

The program's success has been due partly to the selection of people appropriate to the task of conceptualization, direction, and coordination of a multi-disciplinary research effort, and to their identification of specific problems under the general guidance of an expert scientific panel. One of the strengths of the program has been the variety of approaches used by Americans and Japanese in their research which provided new insights and complementary results.

--- During the past twenty-five years, the Agency for International Development and its predecessor agencies, in company with other aid donors and the so-called "developing countries" have invested extensively in the development of higher education around the world.

With the withdrawal of assistance at the conclusion of the basic internal institution-building stage, the continued growth of these institutions is jeopardized unless two important developments

follow: (1) they must become increasingly effective institutions in their own nation's growth and development; and (2) they must become linked into the worldwide network of scholarship which embraces research, teaching and public service.

New patterns and different styles of collaboration between less developed countries (LDCs) and American higher education institutions must be designed and tested in order to take full advantage of the application of the extensive experience of American colleges and universities to national development problem-solving efforts of the LDC institutions. At the same time, there is a growing need and desire in LDCs to have access to opportunities for joint problem-solving types of relationships and for other involvements that help them to tap the experience and skills in U.S. universities, to serve their own development purposes.

This growth of congruent interests in finding better ways and means for continuing linkages between American and LDC higher education institutions provides the basis for an AID Study Grant exploring the establishment of a new entity entitled Association for International Cooperation in Higher Education and Research (AICHER).

The purpose of the Study Grant is to enable American higher education interests, officially represented by the National Association of State Universities and Land Grant Colleges (NASULGC), to explore and assess alternative ways and means of helping LDC higher education institutions develop the capability to become more effectively involved in national development with appropriate attention to LDC/AID priorities. The field testing and analysis relating to alternative courses of action will be done in the collaborative style with LDCs playing a prominent role.

The study will focus on the following key subjects: (a) how LDC higher education institutions can become more directly and effectively involved in development; (b) how American higher education, through the establishment of enduring linkages, can strengthen the development problems in their respective countries; (c) an AID task force including senior representatives from each Regional Bureau, PPC, TAB and other Agency divisions. It is not to exceed fifteen months in duration.

At the present time, speculations concerning AID involvement in the establishment of an association of the type proposed, its range of activities, and levels of AID's financial support are premature. Efforts are presently underway to secure funding from private foundations as well as from U.S. and foreign governmental sources.