

CIEE HISTORY

PART III: 1979–1994

The years from 1979 to 1994 are etched in the history of the CIEE as the years of Jack Egle. As the CIEE 1994 Annual Report depicted,

In the spring of 1951, Ruth Driscoll, New York Office Manager of the Council on Student Travel (now CIEE), visited Paris with the purpose of bringing some order to the European side of the rapidly expanding student ship operation administered by the Council. Ruth knew that a young fellow, with whom she had worked in Denver, was working in Paris on a doctoral thesis and experienced a modest living as a journalist. The young man was Jack Egle. Ruth asked him to help for a couple of weeks in the Paris office, and those few weeks became his life-long (43 years) commitment to the Council.

Jack Egle became CIEE's European director in 1951, a position he retained until 1979. In June 1979, Jack Egle was appointed Chief Executive Officer of CIEE, replacing John Bowman who had resigned as CEO and become European Director for three years before retiring (CIEE 1993–1994 Annual Report).

Jack Egle characterized the evolution of CIEE in the 1993 Annual Report by identifying three major periods in the history of the organization. The first period was characterized by a transformation from a committee to an operating organization led by Robert Tesdell from 1950 to 1952.

The second period, from 1952 until 1979, was the 27 years under the aegis of John Bowman. This period was characterized by a long and fruitful period of experimentation and development of activities, membership, and governance structures, coupled with considerable growth. It was the period when CIEE gained its reputation as the principal association in the United States advocating for and developing study abroad in the U.S. system.

The third period, from 1979 to 1994, witnessed a growth, expansion, and globalization of activities and membership, with a significant expansion of the advocacy role. As Jack Egle emphasized in a 1994 interview, "The major change at CIEE was its enormous expansion and growth through the 1980s, a lot of activities and their range; we really developed our group of programs in Southeast Asia, Latin America, the Caribbean, and Africa. That was not a piece of cake; the major problem was the means. One of the distinctive things about CIEE was that it had built everything that we have today from its own resources. The most important was the staff, people were willing to work extra and live with modest means; their commitment was fabulous."

Based on CIEE's Annual Reports, six developments can be identified as CIEE's major accomplishments from 1979 to 1994:

- Expansion and diversification of academic study abroad programs including internationalization of business, law, and engineering programs;
- Enhancement of research base through survey designs, publication of *Occasional Papers*, and international conferences;
- Globalization of the CIEE membership;
- Administration of TOEFL and TOEIC overseas;
- Establishment of the Council on Student Travel as a subsidiary company and development of a network of overseas travel offices;
- Establishment of a computerized database on U.S. student travel/study/work patterns; data analysis through application forms for the International Student ID Card and Work Exchange Programs.

New Leadership, New Vision

1979 marked the beginning of new leadership for CIEE. Jack Egle, director of the CIEE Paris office since 1951, moved to the United States and became CIEE's President and Chief Executive Director.

In his first address in the CIEE 1979 Annual Report, Jack Egle identified new directions in policy for the organizational development and reorganization of CIEE's services. He pointed out that CIEE's new task would be to awaken the interest and gain the support of government, business, finance, and education.

The top priority would be the expanded use of consortia and the development of better services to meet the needs of U.S. students and their institutions, and to facilitate more cooperation among members in the actual operation of their programs. According to Jack Egle, cooperation and consortia approaches were envisioned as a necessary step, especially in developing regions of the world such as Africa, Asia, Latin America, and Oceania.

In a 1994 interview, Jack Egle explained, "The notion of consortia came during the time when CIEE began its first experimental exchanges with the Soviet Union in 1958. The theory was that no institution or organization could do such exchanges alone, but CIEE—as a committee of organizations, a grouping of organizations, and a community—could accomplish it." He concluded, "It was better to work together on this kind of project which had political, economic, and logistic overturns. The members of CIEE felt that it was better to do this cooperatively, which led to the development of the Committee of the Cooperative Study Abroad Program and the development of the consortia concept where universities and colleges could group to sponsor programs and provide their accreditation and evaluation."

The years 1979–1980 were a difficult period, when the organization faced serious problems and reached its financial deadlock. As Jack Egle mentioned in a 1994 interview, "CIEE became almost bankrupt."

According to the CIEE 1979 Annual Report, the difficulties that year were related to the flight program. “The problems encountered were beyond anyone’s reasonable anticipation or control.” The situation was aggravated by the difficulties connected with continental landing rights, office moves and consequent communication pains, orders grounding the DC-10, and the relentless fuel increases.

As concluded in the 1979 Annual Report, “Despite the external problems, CIEE was able to turn the situation around.” Jack Egle also indicated the need to greatly reduce the charter flight program, emphasizing the reasons for this change were an increase in cost/risk factors; availability of alternate flights on scheduled service at relatively low fares from many cities in the U.S. and Europe; and the increased ability of scheduled service with relatively low fares.

In spite of severe financial difficulties, CIEE succeeded in continuing and even expanding its activities in program and membership development.

Years of Transition: 1980–1981

In 1980, the organization continued to experience financial problems. Jack Egle characterized 1980 as the year of analysis of CIEE options, a search for solutions, and a redefinition of goals. Above all, it was a year of decisions. A decision was made to separate transportation activities from the CIEE programs and place them in a separate company, thereby reducing CIEE’s commitment to the charter flight operation. Since the provision of transportation services had been a principle activity of CIEE since 1947, that decision represented a *major change* for CIEE. This separation of flight operations (as well as a number of other student travel services) from CIEE into subsidiary organizations or companies was intended to: (1) allow for outside capital to provide for adequate means to conduct these services, and (2) enable CIEE to concentrate its energy on educational program development and serving the members and the field.

According to Jack Egle, CIEE had a successful year in 1980 in spite of adverse external factors, such as the continued crisis in the air transport industry—a major component of CIEE’s programs and operations—and the combination of high inflation and monetary instability which pushed the costs of European-originating programs and operations to the limits of adjustment capacity. As indicated in the CIEE 1980 Annual Report, “CIEE in the 1980s would continue to serve the field of international educational exchanges at the secondary and post-secondary levels by an increasing number of programs and activities.” Special attention was paid to the development of new programs in China; continued growth of programs in Japan and Europe; and the creation of a liaison service for public information and policy.

In 1981, the CIEE financial situation improved. However, the participation in CIEE programs from both Europe and Japan decreased. Consortium study programs abroad in Europe and Asia progressed modestly. In early 1981, negotiations began for financing the restructuring and investment needs of CIEE. The results of these negotiations were

promising and were expected to bring financial relief to the organization in the coming years.

Jack Egle stressed in the CIEE 1981 Annual Report that “the reorganization formulated and carried out in 1979 and 1980, had resulted in a more efficient and productive organization, barring fourth quarter problems which were anticipated. There was a belief that in 1982, the organizational change, though often difficult, was bearing promising fruit.”

The Executive Director called 1980–81 the transitional years, during which the organization was reshaped for the coming decade. A number of development activities had been undertaken in 1981: the Odeon Center in Paris serving the U.S. and French educational communities; the semester consortium program in Peking and the summer program in Shanghai; the agreement with Educational Testing Service for TOEFL administration in Japan; the expansion of the Exchange Visitor programs to Germany and Yugoslavia; and the initiation of the ISIC Scholarship Fund for U.S. students going to developing countries. In addition, Council Travel Services West (CIEE’s West Coast travel service) had extended full services to Berkeley, Los Angeles, and San Diego.

At the same time, the CIEE 1981 Annual Report emphasized that CIEE was deeply concerned by diminishing support for international educational exchange on the national and local levels.

As Jack Egle commented in the CIEE 1982 Annual Report, “On the whole it was a year with fewer crises, but with its fair share of problems. The most notable were caused by the exchange rates and economic situation in the U.S., Europe, and Asia, both of which reduced the number of program participants from Europe and Japan.”

CIEE also continued to expand its activities in the practical support for educational exchange, and student and youth travel. CIEE worked on developing its academic study and exchange programs: Nanjing (China), Business and Society in Tokyo, a liaison office in Seoul, Korea, and secondary school study centers.

CIEE Activity Toward Internationalization and Globalization (1983–1994)

In 1983 there was much discussion in the administration and the educational community of the United States about the quality of education at all levels. The questions raised were not only how education would be conducted but also what should be taught. As a leading organization in international education and study abroad, CIEE appealed to its member organizations—as well as to the public, state, and federal legislative bodies, and the administration and executive branches of government—to stress the importance of international education and study abroad issues. Participants at CIEE’s 1983 Annual Conference in Washington, D.C., entitled “Building Exchanges: The Impact of the International Youth Exchange Initiative,” identified further directions for international educational exchange. This was the period in which educational institutions, government,

and the private sector cooperated, to a greater degree than ever before, in an effort to build and expand the educational exchange activities of the United States.

The increased interest toward study and travel abroad in the educational community put a significant load on the operation of Council Travel Services. A highlight of 1983 was the transformation of CTS into a full-service travel office. The final stage of this development was the installation of American Airlines computers in all of the U.S. offices. In addition, a system was created that linked the CTS computers with the CIEE charter computer in New York. This allowed the offices to offer last-minute availability on CIEE charters and to reduce communication costs between offices. Another substantial development was the expansion of products and services into Asia and the South Pacific. Approximately one third of the passengers using CTS services traveled to those regions in 1983.

The growing interest of the international educational community in the expansion of study abroad initiatives took a new significance in the mid-1980s. The year 1985 was particularly remarkable due to the international exchange developments in Europe. The European educational community discussed a major inter-European exchange initiative known as ERASMUS, which was designed to exchange ten percent of tertiary-level students each year. The European initiative toward internationalization of higher education echoed in the decisions of the Japanese government as it designed plans to open the Japanese higher educational system to foreign students.

However, 1985 was also a time when the world was terrified, by the murderous attacks at the El Al counters at the Vienna and Rome airports orchestrated by Libyan terrorists. In order to put a stop to the wave of terrorism sweeping Europe, the U.S. concentrated troops from the Sixth Fleet in the Gulf of Sidra opposite Libya. A continuation of the terrorist attacks led the U.S. to take retaliatory military action, and in April 1986, U.S. planes attacked government and military installations in Benghazi and Tripoli, Libya. These political events and exceptionally broad U.S. media coverage of terrorist activities affected CIEE's activities and resulted in massive cancellations of overseas travel by Americans, Canadians, and some Japanese. The secondary school sector and the spring summer tourist trade were the hardest hit. However, as the CIEE 1986 Annual Report stated, "CIEE suffered program cancellations to a minor extent and the Council Charter was able to sustain its program, though with reduced revenue."

CIEE's 40th anniversary (1987) was the first year in its history when "projections were much stronger, with a possible million-dollar excess on income over expense." Jack Egle stressed that he was "impressed with the rate of growth and the continued improvements in professional capacities."

In 1987 CIEE improved its organizational structure, envisioning improvement of international exchange program development. In order to facilitate public support and involvement in international educational exchange, CIEE formed national and international advisory committees. New policies also included the organizational move toward internationalizing business and professional education. Subsequent years

witnessed a significant growth of CIEE initiatives in the direction of internationalization of business, law, and engineering educational programs.

Another political event in 1991—the Persian Gulf War—negatively impacted the growth and expansion of CIEE’s programs. According to the CIEE 1991 Annual Report, nearly all sectors were behind projections and felt the repercussions of the War. The organization began adapting to the new circumstances before they became fully apparent by reducing the 1991 budget projections. CIEE cut expenses and reexamined and restructured activities in order to cope with the expected shortfall in revenues. However, despite severe cuts in program participation in 1991, CIEE’s membership was highlighted by successful growth with the admission of 31 new member institutions, bringing its total to 218 full members.

By its 45th Anniversary in 1992, CIEE was rebounding from the economic recession caused by the Gulf War. Economic problems in the United States, Europe, and Japan continued to impact CIEE’s growth, posing problems for students, universities, and educational travel. However, 1992 was a successful year with regard to both academic program development and CIEE’s financial situation. CIEE experienced a significant membership growth—27 new members joined in 1992, and now 245 member institutions existed in Argentina, Australia, Belgium, Canada, China, Denmark, Egypt, France, Hungary, Israel, Japan, Mexico, the Netherlands, the United Kingdom, and the United States. This represented a high recognition of CIEE and its member institutions’ activity dedicated to the excellence of international educational exchanges.

U.S.-U.S.S.R. Programs

The U.S.-U.S.S.R. exchange program development from 1979 to 1994 remained a major and rewarding initiative in CIEE’s activity which greatly contributed to the slackening of tension in Cold War politics on a public diplomacy level.

A highlight in 1979 was CIEE’s implementation of the Academic Year at the Leningrad State University, which started with four U.S. students from Georgetown University and the Universities of California, Minnesota, and Washington. The students were offered a variety of courses in the departments of history, economics, sociology, geography, political science, as well as Russian language and literature. The same year, CIEE organized special programs to the Soviet Union for the inter-institutional cooperation group of agricultural students administered by the University of Illinois, and for Russian language students at St. Louis University High School.

In 1980, the U.S.-U.S.S.R. student exchange development was severely affected by the crisis arising from political strains in U.S.-U.S.S.R. relations. The U.S. government’s decision not to participate in the summer 1980 Olympics in Moscow and the war in Afghanistan resulted in decreases in student enrollment.

Despite the political tensions which aggravated U.S.-U.S.S.R. relations from time to time, CIEE continued to demonstrate its persistent policy and dedication to the exchange

program development between these two countries. In 1984, the Cooperative Russian Language program in Leningrad received the highest number of applications to date for its semester program.

After several years of joint efforts between American and Soviet educators, the first textbook of the joint Leningrad State University/CIEE RLP (Cooperative Russian Language Program) consortium textbook project—*Posobie po Russkomu Glagolu*—was published in May 1987 and field tested during the 1987 summer program.

In 1989, two new summer programs in the U.S.S.R. were designed: the Russian Language and Area Studies at Kalinin State University and the Russian program for Science Students at Novosibirsk State University. In 1990, CIEE initiated a new summer Business Program at the Plekhanov Institute of National Economy in Moscow. The courses focused on Soviet economics and business, and all participants were required to take a Russian language course for business communication.

Two new Russia programs were inaugurated in 1991 to facilitate research on Soviet Studies: (1) a summer Russian for Research program at the Leningrad Branch of the U.S.S.R. Academy of Sciences and Leningrad State University, and (2) a semester social sciences program for advanced students of Russian at Leningrad State University.

In 1991, the Soviet Union collapsed as the former republics of the U.S.S.R. proclaimed their independence one after another. This change opened new windows of opportunity for CIEE to expand its exchange programs and study abroad to the world which had been hidden behind the Iron Curtain for more than seventy years. The Soviet political system had established a centralized control over exchanges and permitted only the major Russian cities of Moscow and Leningrad to participate in educational exchanges on a limited basis.

In 1991, the Department of State, under Title VIII (the Soviet-Eastern European Research and Training Act) provided two new grants to the Cooperative Russian Language Program at Leningrad State University. For the 1991 Cooperative Russian Language for Research program, CIEE received 8 fellowships of \$3,350 each for a total of \$26,800. The Social Science Program for Advanced Students of Russian was fully funded for the 1991–1992 academic year. This grant of \$100,000 provided fellowships of \$5,000 each for 20 students.

The U.S.-U.S.S.R. exchange programs are a vivid example of CIEE's devotion to building international understanding among nations in spite of the extremely harsh conditions of the Cold War. Approximately 3,000 American students and scholars studied and conducted research in the U.S.S.R. from 1979 to 1993. If one imagines that each student made a small difference by building friendship or establishing partnership relations, the multiplier effect of breaking the wall of propaganda and establishing trust between American and Soviet people was invaluable.

Cooperative Centers for Study Abroad: Study Abroad Program Development

The expansion of the Cooperative Study Centers' programs is another exciting component of CIEE's history during the years 1979–1993. In 1979, the Cooperative Study Center Consortium included 40 member colleges and universities which sponsored the Rennes, Seville, and Cadiz programs. An innovation of that year was a new component of the Critical and Film Studies Program in Paris—a program in Contemporary Criticism and Culture, designed to provide undergraduates with an introduction to contemporary French critical thought. Students enrolled in this program studied aspects of mass and visual images in art. The CIEE 1980 Annual Report stated that at all the Cooperative Study Centers there was the inclusion of fieldwork experiences in practical areas related to students' interests, which was another positive change.

In 1982, as a result of continuing strong interest in Spain, CIEE initiated a new program in Cadiz, Spain; however, it proved unsuccessful and was cancelled the following year. The Language and Area Studies program at the University of Alicante began in the spring of 1985. The first session of the Cooperative Business and Society Program at the University of Seville started in spring 1986.

In 1985, CIEE opened an office in Bonn, Germany. It sparked a new effort, in collaboration with the American Association of Teachers of German, for two professional education programs for U.S. teachers of German to be held in Bonn and Mainz, and for German teachers of American studies to come to the United States (scheduled for 1987).

A highlight of 1986 was the inauguration of an official CIEE presence in the United Kingdom. After months of negotiation with governmental authorities, a registered charitable trust (CIEE UK) was legally constituted with an autonomous advisory board of British educators and administrators.

In 1987, CIEE's first foray into Latin America led to the establishment of a program at the Pontificia Universidad Catolica Madre y Maestra in Santiago, Dominican Republic. By that year, CIEE was present in Bonn, London, Madrid, and Rome and had program sites in Alicante, Beijing, Leningrad, Rennes, Seville, and Tokyo. The London office successfully administered the CIEE teacher-training program run on behalf of the Japanese Ministry of Education at British Universities. The Bonn office began to reach a national audience through summer direct enrollment and with educational initiatives in the United States; the first such initiative took place over Easter when a group of German teachers of English attended CIEE's first American Studies Institute. In 1987, the CIEE office in Madrid opened its doors on a part-time basis.

The CIEE 1987 Annual Report highlighted the work of Center Franco-American Odeon which became a crossroads for both French and U.S. students. Two major CIEE programs contributed to the development of the Center, which grew into the most frequented, privately run information site in Paris for French students interested in educational opportunities in the United States and for newly arrived Americans. These programs were the CIEE Work Exchange activities and the evening and weekend English

courses available through the American Language Program, run in collaboration with the American Center for Students and Artists.

In 1988, the Cooperative Centers for Study Abroad inaugurated three new programs that were developed over the preceding years. All three programs were in Third World countries and offered courses outside the traditional curriculum of study abroad programs. The Program in Tropical Biology at the Monteverde Institute in Monteverde, Costa Rica, and the Cooperative Chinese Business and Society Program at the University of International Business and Economics (UIBE) in Beijing began with 1988 summer programs. The program at UIBE was also offered during fall and spring semesters each year. The third program began in the 1988–1989 academic year as the Cooperative Southern Asian Program at the Institut Keguruan Dan Ilmu Pendidikan in Malang, Java, Indonesia. This program included classes in gamelan, dance, puppet theater, and art, as well as Indonesian language, literature, and civilization courses.

In 1989, Latin America returned to the forefront when CIEE assumed management of the Interuniversity Study Program at the University of Sao Paulo (USP) in Brazil. This 12-month program combined Portuguese language courses and contemporary Brazilian Studies with regular USP courses. The program was inherited from Stanford University.

Following the collapse of the Berlin Wall, in 1990 CIEE established two East and Central European Studies Programs at the Budapest University of Economic Sciences in Hungary and at the Warsaw School of Economics in Poland.

Four more programs began in 1991: The East and Central European Studies at Charles University, Prague, Czech Republic; the Cooperative Studies Program at Murdoch University, Perth, Australia; the Cooperative Southeast Asian Studies Program at Khon Kaen University, Thailand; and the Cooperative Southeast Asian Studies Program at Hanoi University, Vietnam. Two new summer programs were also added: a program for engineering students in Germany and the Netherlands; and in the Paris Center, *France Today: Language and Culture at the University of Paris IV*.

With the growth in development, CIEE's Academic Programs Department underwent a name change, becoming the University Programs Department in 1991.

In July 1992, CIEE opened its new Cooperative Study Center in Santiago, Chile. This program offered students in all disciplines the opportunity to take regular university courses at either the University of Chile or the Pontificia Universidad Catolica de Chile, or at both institutions simultaneously. The same year, a new summer program in intensive Spanish was opened on the Spanish Mediterranean in Alicante, Spain.

In 1992, two new initiatives were undertaken to encourage U.S. undergraduate students to study in the United Kingdom: an internship program at Nottingham Polytechnic and an international summer school at the University of Westminster scheduled for summer 1993.

In view of this extensive development activity, CIEE disbanded the Cooperative Studies Center consortium in 1992 and created five specialized consortia to add to the four previously existing consortia and the five new consortia established during the decade.

In 1992, the CIEE office in Madrid had a special year. Madrid served as the cultural capital of Europe; Seville was the location of Expo'92; Barcelona hosted the Olympic Games; and the commemoration celebrations occurred for the quincentennial of the discovery of America.

The curriculum-related Internship USA program started in 1992, embracing over 300 institutions of higher learning in Europe, especially those in France, Germany, and the United Kingdom that had internships as an integral part of their courses of study. In addition, an agreement for an internship program between CIEE U.K. and Canada was established. Similar agreements already existed for CIEE France and CIEE Germany.

In August, the Europe and European Community program opened at the University of Amsterdam.

In 1993, two new Cooperative Study Center programs were opened: (1) a semester program in social sciences, in Buenos Aires, Argentina, hosted by the Facultad Latinoamericana de Ciencias Sociales (FLACSO), which also offered opportunities for students to take courses at the University of Buenos Aires; and (2) the China Cooperative Language and Study program at National Chengchi University in Taipei, which rounded out the offerings of the China Cooperative Language and Study Consortium by offering programs on both sides of the Taiwan Straits.

CIEE launched its first program in Africa in 1994, at the University of Ghana, Legon. That same year, CIEE added a second Europe and European Community Program at the Free University, Brussels, Belgium.

Over a quarter of a century, from the establishment of the first consortia, the result of the wide range of new program initiatives was that in 1994 there were some 38 different program options in 22 countries on 6 continents, overseen by 14 separate consortia.

In 1994, CIEE's Board of Directors took action to reorganize the governance structure of CIEE's study abroad programs. A single body called the Academic Consortium replaced the 14 consortia. Membership in the Academic Consortium would be comprised of all institutions who support one or more of CIEE's study abroad programs. At the same time, the Board of Directors established an Academic Consortium Board to assume the functions of an executive committee for this Academic Consortium. As the academic authority of CIEE, the Academic Consortium Board is charged with responsibility for quality and accreditation issues for all of CIEE's study abroad programs.

Asia Programs

In 1979, four major developments occurred in CIEE's Asia Programs:

1. The Japanese Ministry of Education asked CIEE to provide a program for secondary school English teachers in the United States and Britain. Four groups of teachers participated in study programs conducted at two U.S. and two British universities.
2. The number of study programs administered by CIEE on behalf of Japanese colleges or other organizations increased considerably. This program service constituted a significant part of CIEE Asian programming.
3. Luxingshe, China International Travel Service, authorized four CIEE China tours in 1979. These study tours, under the leadership of China scholars, were provided primarily for undergraduate students selected from colleges and universities throughout the United States.
4. CIEE administered a program for Japanese universities, students, teachers, businessmen and bankers which contained a component of study at a university and/or visits to communities. This was a success thanks to the cooperative efforts and friendly relations established through the years among those universities and local community groups.

The first session of the China Cooperative Language program was held during the summer of 1980 in Beijing (Peking). An agreement was signed with Beijing University to provide both summer and semester opportunities in 1981. CIEE and Fudan University (Shanghai) agreed to cooperate in the establishment of a China Study Program for U.S. college students. This program was designed to include instruction by Chinese professors in English, on such subjects as Chinese culture, politics, business, and language. The Cooperative Japanese Business and Society Program in Tokyo, Japan was also started in 1982.

A new CIEE program development in 1985 was the launch of a major educator exchange program and recruitment of ESL (English as a Second Language) teachers to begin teaching assignments in Japan during the 1986–1987 school year.

In 1988, the *International Herald Tribune* in Hong Kong agreed to offer semester internships for participants in the Chinese business program.

In terms of professional program development in 1988, the year was successful for the outbound programs from Japan with an increase of 19 percent over 1987. The remaining condition for the growing interest in Japanese study abroad was the continued strength of the Japanese yen. Another emerging factor was the growing realization of the necessity for “internationalization” of higher education, business, and society. In light of this change, CIEE designed plans for the 1989 start-up of a counseling/placement service in order to assist Japanese universities in facilitating formal study abroad opportunities for their students.

In September 1990, CIEE Japan celebrated its 25th anniversary with a major symposium in Tokyo, entitled *The Role of International Educational Exchange in the Global Era*. The meeting gathered an outstanding group of educators and government officials from Vietnam, China, Australia, Thailand, and France, as well as Japan and the United States. The keynote speaker was CIEE honorary Chair, J. William Fulbright. The former Minister of Education of Japan, Michio Nagai, chaired the symposium.

In 1991, CIEE received its largest grant ever for one program: \$225,000 over three years from the Henry Luce Foundation for the Cooperative Southeast Asian Studies Program. The grant provided financial assistance for student fellowships, academic leadership, and the development of in-country library and program resources for the programs at the Institut Keguruan Dan Ilmu Pendidikan Malang in Indonesia, Khon Kaen University in Thailand, and Hanoi University in Vietnam.

Another initiative in 1991 was the Chinese Senior Bankers program, developed by CIEE New York on behalf of the Bank of China. Bankers from China, Hong Kong, and Macao participated in a five-week custom-designed seminar on the U.S. banking system at the University of Washington.

In 1991, Teaching Visit USA began accommodated participants from Hong Kong, the Philippines, and France. This program was designed in 1988 to provide participants with excellent opportunities to spend two weeks in U.S. schools observing classes and serving as curricular resources.

In fall 1992, the first students enrolled in the new Cooperative Japanese Studies Program that, together with the Cooperative Japanese Business and Society Program, was located at the Waseda Hoshien. The same year, the Japan Municipal Development Corporation appointed CIEE London as its recruitment organization for the newly formed Japan Intercultural Academy of Municipalities that was planned to open in spring 1993.

In August 1993, a six-semester credit Chinese Language course, with additional elective courses in English and the new Taiwan program, opened at National Chengchi University of Taipei.

From 1979 to 1994, approximately 29,000 U.S. and foreign students, educators and specialists participated in the CIEE academic and professional study abroad programs.

School Exchange Services

The School Exchange Services (SES) had been another major focus of CIEE activity during 1979–94. Educating the future leaders of the country with a global competence was and remains a noble task of any generation of educators. The SES program had gained a reputation as a very effective program which greatly contributed to a growing student interest in learning foreign languages and studying global education in the American society. In 1979, the SES program was reinforced by the expansion of

exchanges between school principals of participating schools and embraced American, German, and British educators.

Both the Spain and Venezuela SES programs continued to grow as numbers of participating schools increased. In 1979, the Venezuela and Spain programs received scholarship support from their respective ministries of education. For the first time in 1979, the German federal government provided scholarship funds for American students that increased the number of U.S. schools in the exchange.

The SES program received wide coverage in *SES Exchange*, the quarterly newsletter published by the National Association of Secondary School Principals that offered educators a perspective on critical issues in international education, such as curriculum enrichment through exchanges, the relationship of study abroad to foreign language and social studies enrollment, goals and purposes of study abroad, and the utilization of SES as part of a comprehensive local community outreach program between schools and parents.

In 1980, a shift occurred in School Exchange Services, with increased participation by school administrators; a highlight was the Headmasters Exchange. Principals of SES schools in Great Britain and Germany visited the U.S. for programs in New York and Washington, D.C., including briefings at the NASSP and meetings with government officials, followed by a stay at their U.S. partner schools.

In regards to academic programs, two new programs were initiated in 1982 for secondary schools: “The Age of Shakespeare” held in Stratford-on-Avon and London; and “France through the Ages” located in Paris. Both programs were scheduled to begin in 1983. In addition, a Principal Exchange program started in 1982 for schools participating in the French program.

The U.S. government continued to promote educational exchanges. In 1983, NASSP received a major grant from USIA to support SES. As the SES administrator, CIEE became a grant co-holder. Working together, NASSP and CIEE designed the following objectives for SES development:

1. Expand the SES program by 30 new school linkages per year over the next 3 years;
2. Expand the SES program to all 50 states on a phased basis of 10 additional states per year over the next 3 years;
3. Expand the SES program to Italy;
4. Expand the SES program to Canada;
5. Expand school linkages and the level of U.S. student participation with schools in Japan.

A new short-term SES program began with Israel in 1983, with 208 Israelis coming to the United States on a 3-week exchange.

In 1986, CIEE's two departments of professional and secondary education programs were consolidated to pursue new program activities and to expand CIEE's commitment to both pre-college and post-graduate education.

The 1986–87 academic years was highlighted by CIEE's first secondary school program with the Soviet Union. A total of 48 students and 5 teachers, representing 8 U.S. secondary schools, spent 3 weeks in the U.S.S.R. under the sponsorship of the School Exchange Service.

In 1987, CIEE received modest start-up funds from USIA to support the CIEE school exchange program with Italy which was started in cooperation with the Italian Ministry of Public Instruction in 1984. This modest grant allowed CIEE to establish a legal presence to operate in Italy and to have a part-time office director.

In 1989, the CIEE's school-to-school partnership program—School Partnership Abroad—hosted its first student delegation from the U.S.S.R. By 1990, School Partnership Abroad, maintained its operation in eight countries. A number of new U.S. schools and one from Canada were linked during 1990–1991 with schools in the Soviet Union and began their student exchanges in 1991. The same year, a new bilateral program was developed between Japan and the U.K., with the Kyoto and London offices arranging for a small group of Japanese secondary school students to participate in a U.K. study tour. That was a promising beginning to encourage more bilateral initiatives of this type among the CIEE offices worldwide.

In 1992, a custom-designed computer database was developed for marketing School Partners Abroad, providing staff with immediate access to program-related and demographic data on all participating U.S. schools, past and present. Another project that year was the completion of the first stage of a School Partners Abroad alumni survey, directed at a cross-section of U.S. returnees from one program year which compiling data on the impact of the overseas experience on their future academic and employment career. The findings of the survey were encouraging. An impressive 88 percent of School Partners Abroad program alumni reported that they continued with foreign language study, and 44 percent stated that they had participated or intended to participate in undergraduate programs of study abroad.

Another highlight of the year was the launching by CIEE of a new summer study program for secondary school students from Taiwan. The Taipei Municipal Bureau of Education selected 75 students and 3 teachers who traveled to the United States for an intensive 6-week program combining classroom and experiential education.

In 1993, the School Partnership Abroad program identified three new directions for development with the purpose of building support for the program and conducting cost-effective analyses. First, former teachers were hired to make marketing and program assessments in the U.S. and Spain. Second, the U.S. program staff organized the first national conference for U.S. teachers and administrators active in School Partners Abroad. For the first time, educators involved in all six different country programs in

Costa Rica, France, Germany, Japan, Russia, and Spain were brought together to discuss both curricula and logistical aspects of the program.

During the period of 1979–1994, 62,593 U.S. and foreign school students participated in the School Partners Abroad program.

International ID Card Scholarship Fund and Robert B. Bailey III Scholarship Fund for Minority Students

One of the brightest accomplishments in CIEE's activity during 1979–1993 was the establishment in 1981 of the International Student Identity Card (ISIC) Scholarship Fund, the purpose of which was to encourage U.S. high school and undergraduate students to pursue a study program or service project in the developing nations of Asia, Africa, and Latin America. The ISIC Fund began to award grants beginning in fall 1988, in honor of John Bowman, executive director of CIEE from 1952 to 1979 and one of the first American educators who recognized the critical importance of expanding opportunities for U.S. students to learn about the developing world.

Scholarship winners were called Bowman Scholars. Jack Egle stated in a 1994 interview, “John Bowman was a character. He provided both insights and understanding of what we were all about; that was tremendous for all of us not only within CIEE but outside. John Bowman was a man with great vision.”

Even at difficult times when the CIEE experienced some financial problems, the ISIC Scholarship Fund never stopped providing grants to students. Every year the CIEE awarded approximately from \$25,000 to \$40,000 to high school and undergraduate students.

In the 1988 landmark report, *Educating for Global Competence*, CIEE emphasized the growing importance to design policies for active recruiting, financing, and program planning that would encourage students from a much greater cross-section of society, of economic level and ethnic orientation. In 1988, the CIEE Board of Directors established the Committee on Underrepresented Groups in Overseas Programs, the main purpose of which was to coordinate CIEE efforts to increase participation of minorities in all programs. In light of this policy, the Robert B. Bailey III Scholarship Fund for Minority Students was established in 1991 to assist minority students interested in participating in one of CIEE's international study, work, or voluntary service programs.

In 1993–1994, the first year of implementation of the Robert B. Bailey III Minority Scholarship for Education Abroad, nine minority students received grants to participate in CIEE's secondary education programs abroad. Eight students were assisted with scholarships to participate in School Partners Abroad (six to France, one to Germany, and one to Japan); one student received a grant to participate in the Youth in China program.

Research, Evaluation, and Publication Activities

Another major accomplishment of this period was the development of research activities. CIEE's growing role in research during 1979–1994 was highly acknowledged by Barbara Burn in her essay in honor of Jack Egle (1994) where she summarized the contributions of CIEE to this field under Jack's leadership. She wrote in her essay, “The research and evaluation encouraged by CIEE tended to be more issue-oriented than academic, more practical than theoretical, and was aimed not at knowledge as its own end, but at

knowledge for use.” Over the years, CIEE had accomplished a number of research projects whose findings found their useful application in the U.S. society and abroad.

In 1982, CIEE initiated a survey of thousands of U.S. students who directly applied to CIEE for their International Student ID Card. The survey’s goal was to collect helpful information about U.S. student travelers, including their educational backgrounds, travel goals, countries visited, means of travel, concerns, and their financial status. The key question was how their overseas experience had impacted their personal, academic, and career goals. The information was computer-processed to achieve accuracy in statistical data analysis. The data collection and data analysis continued from 1983 to 1985. As a result of this research, Jolene Koester’s two-volume study, *A Profile of the U.S. Student Abroad*, was published by CIEE in 1985 (volume I) and 1987 (volume II)—a major landmark in establishing a profile of American students who study, work, or travel abroad.

Project on Historical Study of Student Travel and Exchange

The 1984 archival documents reveal interesting facts connected with the International Student Travel Conference (ISTC) initiative to start an international Project on Historical Study of Student Travel and Exchange after World War II. Unfortunately, there is no evidence of further details about the project completion in the Annual Reports following 1984, but the initiative itself was interesting and notable.

The initiative began when the ISTC sponsored an international survey of the international movements of students and youth since World War II. The ISTC-sponsored project resulted in research efforts in a number of countries, which produced a survey showing the phenomenal growth of student and youth travel and exchange during the previous 40 years.

At a November 1983 meeting, the CIEE Board of Directors authorized staff to explore members’ interest in focusing attention on the historical development of student travel and exchange in the United States. The project was aimed at the production of one or more publications. Minutes of the Board meeting described this project and the necessity of inviting several U.S. organizations and institutions to join the project. John Bowman, Adviser for Program Development, agreed to coordinate this work.

In January 1984, Jack Egle addressed the CIEE staff and its member institutions, emphasizing the importance of a comprehensive history of the student travel and exchange movement. Since CIEE was the U.S. member of ISTC, it was asked to explore ways in which the American aspect of this historical study could be carried out.

John Bowman drafted the proposal, entitled *The Role of the United States in International Student Travel and Exchange since World War II*, which stressed that the research would not only be a history of CIEE activities even of the activities of its member organizations and institutions. Instead, the project would depict the whole spectrum of experiences

constituting the international movements of students and youths to and from the United States after the World War II.

On March 22, 1984, CIEE held its meeting on the history of student travel and exchanges in the United States at which three CIEE objectives were discussed: (1) assessing the historical research already completed as well as that currently underway; (2) writing a history of study abroad; and (3) encouraging the preservation of historical records.

During that meeting, Mary Thompson of ISS noted that ISS had published a history, entitled *Unofficial Ambassadors*, based on 1,500–1,800 pages of oral interviews recorded by Ben Schmoker, former ISS Director. Thompson mentioned she had written several parts of this book and assured the participants that the files and tapes were available for further research. The archival documents included a questionnaire of the survey designed by CIEE, as well as correspondence with overseas universities on the subject.

In 1985, *Study Abroad: A European and An American Perspective* (Asa Briggs and Barbara Burn, Chair of CIEE's Board of Directors) was published. The European Institute of Education and Social Policy prepared the publication in collaboration with CIEE, the Institute of International Education (IIE), and the National Association for Foreign Students Affairs (NAFSA). The publication served two purposes: (1) it depicted European and U.S. perspectives on study abroad, its goals, and its problems; and, (2) it constituted an introductory volume on a series of publications it planned to produce within the framework of the "Study Abroad Evaluation Project," an important five-country research project launched in 1983 and coordinated by the European Institute of Education and Social Policy. CIEE co-sponsored the Study Abroad Evaluation Project and in 1991 published a condensed version of the U.S. part of that study as *Occasional Paper 28, Study Abroad: The Experience of American Undergraduates in Western Europe and the United States* (Elinor G. Barber and Barbara B. Burn, editors, 1991).

Another example of research activity in 1986 was related to CIEE developing a proposal for a study abroad program in the Dominican Republic. In spring 1986, a survey was sent to approximately 5,000 people in the fields of international educational exchange, Spanish language, and Latin American studies. Nearly all the respondents supported the proposal, and CIEE proceeded to sign an agreement with the Universidad Catolica Madre y Maestra for a semester program to begin in January 1987.

In 1986, CIEE staff conducted research, finalized the findings, and wrote a book called *The Teenager's Guide to Study, Travel, and Adventure Abroad*, which was co-published with St. Martin's Press. The publication focused on special overseas opportunities available to students between the ages of 12 and 18. Research began for the 1988–1989's edition of *Work, Study, Travel Abroad: The Whole World Handbook*.

Education for Global Competence Project, 1988

CIEE took a leadership role in developing a national agenda to internationalize business and professional education. By 1988, there was already an understanding among the

most progressive administrators in the American academic community that the United States no longer remained the dominant center of scientific and technological progress. The necessity to educate specialists for the increasingly interchangeable world of the global market was emerging.

CIEE's commitment and effort towards making a significant contribution to international education continued to be the major direction in its 1988 policy, when CIEE convened a group of experts to examine the international education scene and make recommendations for its future in the United States.

The highlight of this initiative was the report of the Advisory Council for International Educational Exchange, *Educating for Global Competence*, published in August 1988. The document represented the deliberations and recommendations of a group of leaders in higher education, government, and the private sectors who had examined the international dimension of U.S. higher education and concluded that "urgent action was required to increase the international competence of American students."

The document depicted the state-of-the-art in study abroad by American undergraduates and called for the internationalization of U.S. educational institutions. It encouraged college and university administrators to exercise leadership in implementing internationalization, to increase enrollment in study abroad to at least 10 percent by 1995, and to promote study abroad in developing countries as well as those outside the traditional Anglo-European settings, such as the Western Pacific Rim, Asia, the Middle East, Africa, Latin America, and Eastern Europe.

The importance of this document was its call for fundamental changes in U.S. higher education in order to increase cross-cultural awareness. Education for the global competence of U.S. citizens, as it was stated in the document, meant expanding study abroad in areas other than European liberal arts and humanities. Bringing international knowledge into the fields of mathematics, science, medicine, business, industry, technology, international affairs, economics, and education had become necessary.

Educating for Global Competence, promoting international education and incorporating the international dimension into curricula at U.S. colleges and universities, was a statement of the time. It was published one year before the fall of the Berlin Wall and the formation of the European Association for International Education and three years before the collapse of the Soviet Union.

Only seven years later, in 1995, the American Council on Education published *Educating Americans in a World of Flux: Ten Ground Rules for Internationalizing Higher Education*. The document, based on data received from 40 U.S. college and university presidents representing both private and public institutions, had the goal of promoting the concept of internationalization of higher education in the United States.

In 1989, CIEE (in cooperation with the Institute of International Education) sponsored the research of ICSEE (International Committee for the Study of Educational Exchange)

and the IUA (International Association of Universities) on international exchanges between the Soviet Union, Eastern and Central Europe, and the United States. As Barbara Burn stressed in her 1994 essay, “This initiative not only reaffirmed the CIEE commitment to research, but was remarkably timely taking into account the major political and economic transformations in Eastern and Central European societies from 1989, the time when the study was launched, and its publication of *Raising the Curtain*.” (Barbara B. Burn, 1992)

In 1989, the first edition of *Research on U.S. Students Abroad: A Bibliography with Abstracts*, edited by Henry D. Weaver, was published. This publication became another major CIEE contribution to research on international educational exchange. The book was co-published by CIEE, the Institute of International Education, the National Association for Foreign Student Affairs (NAFSA), and the University of California Education Abroad Program.

CIEE continued the publication of the series of *Occasional Papers*, which attracted the attention of leading international educators and scholars and facilitated the expansion of knowledge in the study abroad field. In 1990, two new publications were published: one by Barbara Burn in *Occasional Paper #26, International Educational Exchange and the International Education of Americans: Projections for the Year 2000*, and the other one by Nancy Taylor in *Occasional Paper #27, The Travel Journal: An Assessment Tool for Overseas Study*.

In June 1992, CIEE published a Progress Report, *Educating for Global Competence*, which was a follow-up of the CIEE 1988 landmark report. The progress report summarized CIEE’s activities based on its Annual Reports in light of the goals and four key recommendations stated in the 1988 *Educating for Global Competence* document.

At the conclusion of its progress report, CIEE called for the establishment of a National Foundation for International Education to maintain, coordinate, and enhance a national program in the international education area. The weakness of this document was that, though reflecting the efforts of such organizations as NAFSA, CIEE, the Peace Corps, and others to promote international education, the document did not provide a statistical analysis on internationalization through exchanges on the national level or on student mobility growth since 1988.

In 1992, CIEE produced the first issue of a new travel magazine, *Student Travel*, which replaced the *Student Travel Catalog*. *Student Travel* was geared toward university students and contained the information and application forms for CIEE and Council Travel programs and services. Another accomplishment in 1992 was the completion of a new CIEE’s book for adults, *Smart Vacations: The Traveler’s Guide to Learning Vacations Abroad*, which was published in 1993.

In 1992, CIEE published the Occasional Paper: *Mobilizing Faculty for International Education: the Mini-Exchange*, by J.S. McCarthy of Illinois State University. In 1993, the *Occasional Paper #30: Minorities and Overseas Studies Programs: Correlates of*

Differential Participation (Larry A. Hembroff and Debra L. Ruz) was published as an outcome of the CIEE landmark report *Educating for Global Competence* in which CIEE underlined the importance of increasing participation in study abroad programs by students of minority background.

St. Martin's Press published a book for adults, *Smart Vacations: The Traveler's Guide to Learning Adventures Abroad*, in January 1993. This new CIEE book covered short-term educational programs and complemented the books that the CIEE already produced for high school and college students.

CIEE's strong commitment to research on international educational exchange was reflected in its 1985 decision to grant special awards at its annual conferences to those educators and scholars who significantly contributed to research in this field. Distinguished educators and scholars, such as Richard Lambert, Jerry Carlson, and John and Ruth Useem, were awarded the CIEE honorary awards.

International Conferences

The CIEE international conferences had become a true forum for the exchange of advanced knowledge and research on international education and study abroad, bringing together hundreds of U.S. and foreign educators, scholars, administrators, governmental officials, and policy makers every year. These conferences became an international arena for discussion of critical issues in international education and a vanguard of disputes related to political events and changes in the world. The CIEE conference themes reflected the evolution of the organization itself, its goals, and changes in development.

In 1983, CIEE's 36th Annual Conference was held in Washington, D.C. The conference theme "Building Exchanges" reflected a growing understanding of the importance of this field in the U.S. educational community and the U.S. government. As J.W. Fulbright pointed out in his address at the conference, "The development of transnational education was seen as civilizing and humanizing of relations between nations in ways which were within the limits of human capacity." The conference was opened with an address by Charles Z. Wick, USIA Director and President Reagan's personal representative for the implementation of the International Youth Exchange Initiative, who assured educators that, "The Administration solidly supported international exchanges." U.S. Senator Claiborne Pell reported at this conference on congressional efforts to support and strengthen international educational exchange, while J.W. Fulbright stressed in his closing plenary the importance of CIEE's work in the settlement of differences among nations.

In 1985, the CIEE 38th Annual Conference held in New York was devoted to the theme "Educational Exchange and the Developing World." A highlight of the conference was an address by His Excellency Davidson Hepburn, Ambassador of the Bahamas to the U.N. and Vice President of the 40th Session of the General Assembly. Hepburn devoted his speech to the importance of expanding educational exchanges with developing nations. Another highlight of the conference was a discussion of issues related to the

United Nations on the occasion of its fortieth anniversary. Philip H. Coombs, Vice Chairman and Director of Strategy Studies for the International Council for Educational Development, gave a deep analysis of international education development and its challenges related to the revolutionary changes in the economic, technological, social, cultural, and political environments of developing countries. His presentation was entitled “Implications of the World Education Crisis for Educational Exchanges.”

CIEE’s 39th Annual Conference on Educational Exchange in Washington, D.C, was held in 1986. A major highlight of this Conference was the presentation to J.W. Fulbright of CIEE’s Award for Outstanding Contribution to International Educational Exchange. Another highlight was the Seminar on International Educational Exchange and the Federal Government. The unique half-day seminar, held on Capitol Hill, briefed participants on the effect of federal budgetary issues on the support for international education and also examined proposals for restructuring the federal role in international education through the establishment of a National Foundation for International Studies. Remarks by Richard D. Lambert, professor in the Department of South Asia Regional Studies at the University of Pennsylvania, at the closing session became the motto of the Conference. Lambert said, “We have a real opportunity to create something fresh and constructive that will address not only our own needs in education but the needs of our nation as a whole.”

A highlight of CIEE’s 40th Conference on International Educational Exchange, held in San Francisco, California, in 1987 was setting up the agenda for the next forty years. The Conference was highlighted by a ceremony awarding John Bowman CIEE’s Award for Distinguished Service in the field. John Bowman was recognized for his leadership of CIEE for almost three decades and establishing it as the preeminent study abroad organization in the nation.

In 1989, the theme of the 42nd CIEE Conference, “International Educational Exchange and the Academic Disciplines: Old Traditions and New Directions,” (held at Georgetown University in Washington, D.C.), was reflected in the session topics related to liberal arts, foreign languages, the professions, teacher education, evaluation of programs, and curricular cooperation among institutions. A highlight of the Conference were four sessions focusing on alternative formats for educational experiences abroad such as work exchanges, internships, service learning, voluntary service, and continuing education courses.

Another important direction in CIEE’s activity—the expansion of geography of international education and study abroad—was reflected at its 44th Annual Conference held in 1991, in Boulder, Colorado. The conference was entitled “Diversifying Destinations for Education Abroad.” It highlighted follow-up activities of key recommendations stated in the CIEE Advisory Council for International Educational Exchange’s landmark report, *Educating for Global Competence*. Special sessions devoted to present and future opportunities for studying abroad in nontraditional destinations such as Eastern Europe, Latin America, North Africa and the Middle East, Southern Asia, and Sub-Saharan Africa were the key issues for discussion. Another

highlight of this event was the discussion of a variety of critical issues related to accreditation of international business, law, and engineering programs.

CIEE's 45th International Conference on Educational Exchange, held in Berlin in 1992 in conjunction with the annual conference of the European Association for International Education (EAIE), became an international forum which reflected great political changes and their impact on international education development in the world. More than 600 participants, representing 49 countries, set a record for attendance. For the first time, Eastern European educators and scholars attended the Conference. The Commission of the European Community, the European Cultural Foundation, the Senate of the City of Berlin, and the United States Information Service office in Germany provided support to a significant number of participants from Eastern Europe and the NIS countries.

The theme of the conference, "Initiatives for a Changing World: Perspectives and Strategies for International Educational Exchange," symbolized the recent changes taking place in Eastern Europe, the NIS countries, Asia, and Africa, and provided opportunities for educators and scholars to discuss critical issues in international education as well as to design further strategies for cooperation.

For the first time in the history of CIEE Conferences, a joint session with EAIE was held. That session opened a dialogue among participants from all over the world, which was especially memorable because it opened doors to more joint initiatives in Europe.

Following its wonderful tradition of honoring people at the CIEE Annual Conferences who had contributed greatly to the field of international education and study abroad, CIEE awarded three distinguished persons at the Annual Conference in Berlin: Ulrich Littmann, Executive Director of the bi-national Fulbright Commission in Germany since 1963; Cassandra Pyle, who retired not long before the conference as Executive Director of the Council for International Exchange of Scholars; and Hywel Jones, Director of the Task Force on Human Resources, Commission of the European Community. Robert L. Woodbury, Chairman of CIEE, called John Hywel the "Father of ERASMUS." Woodbury also stressed that "it would be correct to say that John Hywel contributed enormously to the establishment of ERASMUS, TEMPUS, and COMETT. Thanks to him," Woodbury concluded, "more than 50,000 students participated in exchanges across Europe each year."

The culmination of the CIEE activity during Jack Egle's period of 1979–1994 was the CIEE 46th International Conference on Educational Exchange held in Washington, D.C., in 1993. The Conference, entitled "Educational Exchange and Global Competence," provided opportunities for educators and officials to discuss the current state of educational exchanges and make recommendations for the future. USIA Director Joseph Duffey passed a message from the U.S. Department of State stressing that it was "central to the mission of the United States Information Agency to refine and shape educational exchange, so that it might better serve to further international dialogue." Duffey also underlined the importance of defining and fostering 'global competence' which was a worthy goal essential to improving international understanding, especially today but also

for future generations. The conference was of great importance as educators and governmental officials examined the meanings of global competence from different perspectives such as international exchanges, various professions, and the formal educational system. There was a discussion focused on the relation of global competence to the general education for citizenship, diversity, and multiculturalism, the training of specialists and teachers, and language studies. Charles J. Ping, President of Ohio University and Chair of the CIEE Board of Directors, gave comments at the conference stressing that *internationalization* and *global competency* became in fashion, and therefore, as terms were at risk and needed clarification.

The CIEE Annual Conferences had gained their reputation in the 1980s and early 1990s as a true forum of international knowledge and experience on study abroad.

CIEE Work Exchange and Volunteer Programs

Another highlight in the CIEE development was the Work Exchange program. In 1982, American students and youth were recruited to work in International Workcamps in eleven countries, including Belgium, Czechoslovakia, Denmark, Finland, Germany, Mexico, the Netherlands, Norway, Poland, Sweden and Switzerland.

In 1984, CIEE's first voluntary service project in the U.S. began, in conjunction with the national effort to restore Ellis Island and the Statue of Liberty. The administrative expenses for the project were underwritten by a \$58,000 grant from the Youth Exchange Office of USIA; operating expenses were covered through contributions from individuals, foundations, and major corporations (including \$28,000 from the J.C. Penney Corporation). The project brought 53 U.S. and 55 foreign young people to New York for three 24-day sessions. These young people were recruited by cooperating organizations in Britain, Canada, Czechoslovakia, Denmark, France, Germany, Ireland, Italy, Japan, and the Netherlands.

CIEE's 1987 Annual Report indicated that participation in the CIEE Work Exchange program continued to grow in almost all areas. New procedures in the Paris office improved the administration of the programs. The U.K. and France (despite the obstacle of the new French visa requirement) showed the greatest proportional gains.

The International Workcamps program in 1988 included new countries such as Yugoslavia, Canada, and Portugal. Altogether, 13 countries accepted CIEE volunteers. This program was highly recognized by the Department of State, and in 1988 the USIA Youth Exchange Office partially supported this program with a \$37,000 grant.

In 1990, CIEE volunteers joined work camps in Algeria, Morocco, and Ghana, and a fifty percent increase occurred in U.S. volunteers working on projects in Czechoslovakia, Poland, Hungary, and East Germany. The first volunteers from Africa and several East European countries participated in the volunteer projects in the United States that year. Youth visited the United States from Algeria, Bulgaria, East Germany, Morocco, Poland and the Soviet Union.

In 1992, the expansion of the Workcamps program was the result of changes occurring in the world. Over 200 U.S. volunteers joined work camps in 18 countries, including Lithuania, Russia, Slovenia, and the Ukraine. New exchanges were initiated with organizations in Argentina, Greece, Japan, and Tunisia.

The Work Exchange program in 1993 embraced students from Australia, Canada, Costa Rica, the Dominican Republic, France, Germany, Jamaica, New Zealand, Spain, the United Kingdom, and the United States. Approximately 16,700 students participated in CIEE-sponsored summer travel/work exchange programs that year.

During the period from 1979 to 1994, approximately 216,000 U.S. and foreign students and youth participated in Work Exchange and Volunteer Programs, making it the most representative program among the CIEE activities (see Pie-Chart).

CIEE Subsidiary Companies

In 1982, CIEE's subsidiary companies opened new service offices in Paris, Miami, Boston, San Diego, and Seattle. CIEE initiated a development program in support of work camp experiential exchanges, and computerized retail offices opened in the U.S. with operations in Paris.

Three new Council Travel Service offices were opened in the U.S. 1982. In France, Council Travel Offices were expanding services and programs for visiting U.S. students. Among their new offerings were bicycle tours, adventure treks, and houseboat rentals.

In 1985, Council Travel U.S. and Council Travel Services Europe opened six new offices in the U.S. and three in Europe; all offices reported a successful year. CIEE's 1985 Annual Report stated that the primary goal of Council Travel remained that of providing travel-related services to students, youth, and members of the educational community. Asia remained the major new area of development, along with numerous initiatives in Latin America. Several new agreements were concluded with international airlines providing airfare discounts to students and youths.

In 1985, CIEE started issuing the International Teacher Identity Card (ITIC). The Card entitled faculty to discounts on: (1) airfares to Europe, Asia, and the South Pacific; (2) accommodations in Europe, Asia, and North America; and, (3) language refresher courses. In 1986, Council Travel USA added six more offices to its network, bringing the total to 21 offices. In April 1986, an office opened in Tokyo. In 1987, Council Travel had 7 offices in France and 22 offices in the United States.

A new administrative initiative in 1989 was the creation by the 1988 Board of Directors of a Companies' Board, Inc., Council Travel Services, Voyages Educatifs, and the Council Travel Center. In addition, it was planned that this Board would govern the new West German company: Council Travel Services-Dusseldorf, GmbH. The goal was to

bring a high level of expertise to the travel industry as well as to provide legal services for problems encountered in the running of for-profit companies.

In 1990, Council Travel/Europe opened two new offices, in Lyon and Montpellier, bringing the total number of offices in France to eight. The same year, the first office was opened in London. A new initiative in CIEE's activities in 1993 was that the Hong Kong and Tokyo offices joined Bonn, Berlin, London, Madrid, New York, Rome and Paris and started providing counseling to students on short-term overseas study opportunities.

In 1993, a new computer system, linked to six European offices by modem, was installed. This helped to streamline and upgrade the quality of services connected with enrollment.

National Advisory Council on Business Education (NACBE)
Council's Law Sub-Committee

A highlight in 1987 was the launching by CIEE of the new National Advisory Council on Business Education (NACBE), its first pilot project of corporate-supported fellowships and internships for business students enrolled at CIEE cooperative business and society programs abroad. The Advisory Council was composed of a U.S. senator and business and university leaders who provided academic guidance as well as practical business advice and corporate support.

The NACBE worked in collaboration with two multinational corporations on the summer and semester program designed for students of the Cooperative Japanese Business and Society Program in Tokyo. Students in the Seville business program, as well as participants of the forthcoming China business education program, were provided with tuition funds and opportunities to work for these corporations.

A new initiative of CIEE in 1987 was the formation of the law sub-committee of the International Advisory Council on Professional Education, another new body in the CIEE array of advisory groups. A long-term goal was to start international legal education and promote opportunities for law school students and young lawyers to study and work abroad.

In May 1989, NACBE sponsored the international conference in Racine, Wisconsin, which drew 35 corporate executives and deans of business schools from Europe and Latin America. Discussions focused on the internationalization of business education. The Johnson Foundation hosted the conference, with additional support provided by the German Marshall Fund of the United States. This summit was the first step undertaken by leaders of multinational corporations which encouraged business schools to incorporate international business training into the curricula and create skilled executives for the growing global economy. Similar steps were undertaken by the International Advisory Council on Professional Education–Law Subcommittee, which during 1988–1989 assessed the need for and the viability of overseas legal programs for American law students as part of a regular three-year law school curriculum. The culmination of that

initiative was the agreement signed in China with Peking University which began the joint CIEE-Peking University working group. It was agreed that the first summer law program in Beijing would start in 1991.

In the field of program development, 1990 was a remarkable year for the significant changes in Germany, Eastern Europe, the Soviet Union, Central America, South Africa, China, and the Middle East. The scope of change pushed the agenda for global education into increased prominence.

The CIEE Advisory Council accomplished outstanding achievements in 1990. Committed to expanding international education into the fields of professional studies, the Advisory Council added a new professional subcommittee for engineering. The representatives of 14 engineering schools, convened by CIEE in the spring of 1990, agreed to form the academic nucleus of an advisory committee for CIEE engineering program. The newly formed committee acknowledged the leading role of CIEE in study abroad programs and agreed that CIEE was uniquely qualified and positioned to administer programs of high academic standards that would internationalize education for engineering students.

In 1990, the Dean of the Columbia University Business School, Meyer Feldberg (known internationally as a creator of effective executive management education programs), became the Chairman of the National Advisory Council on Business Education. Under his leadership, in the spring of 1991 Columbia Business School and CIEE jointly sponsored a high-level conference on doing business with Eastern European countries that were undergoing a transition from a planned centralized economy to a market economy. The work of NACBE was highly recognized in the corporate world, and in 1990 the Bechtel Corporation and the Dow Chemical Company joined the Advisory Council.

Science Institute Program

Another exciting new program was CIEE's cooperation with the National Council for Excellence in Education (NCEE). In its 1987 summer science institutes, Long Island University in New York and Chapman College in California provided high-level instruction in physics, mathematics, and computer science for academically talented high school students.

Thanks to CIEE's participation, this program became international. CIEE selected twelve Japanese young people to attend the program in California. In addition, CIEE worked with the French Ministry of Education to arrange for seven French students to enroll in the New York program. CIEE was invited by NCEE to cooperate on a similar program in France in 1988, and started negotiations about future sites in Japan and China.

CIEE TOEFL and TOEIC Administration

In 1987, a highlight of the year was CIEE's success in administrating the TOEFL (Test of English as a Foreign Language) in Japan. In 1986–1987, CIEE-TOEFL Japan had the largest number of TOEFL test-takers of any country in the world—44,000.

Meeting the needs of the rapidly expanding Educational Testing Services (ETS) in Japan, CIEE opened its liaison office at the Kyoto YMCA and agreed with the YMCA to use a third of the working time for CIEE activities. A 40 percent increase in TOEFL registrations occurred in Japan in 1987–1988 as compared to the previous year. The number of test centers increased from 56 in 1986–1987 to 70 in 1987–1988. The total registrations in 1986–1987 were 43,779, as opposed to 73,601 the following year.

In 1992, CIEE celebrated the tenth anniversary of its administration of Educational Testing Service in Japan and the first year of administering the Test of English for International Communication (TOEIC) in France and Germany. CIEE started administering TOEIC in France and Germany in summer 1991. In France, 1,457 candidates took the TOEIC through CIEE from June to December 1991. In the first six months of 1992, 2,200 individuals took the test in France. In Germany, however, the program faced more problems than anticipated; in 1992, in spite of the fact that 3,736 individuals took the test in France in 1992 and 3,436 during the first six months in 1993, the development of TOEIC proved to be more difficult than expected. Therefore, CIEE stopped its involvement in test administration in Germany and negotiated new arrangements with ETS in France.

Eastern European Initiatives

A highlight of 1990 was the implementation of three new study abroad programs in Eastern Europe, a part of the world which was undergoing tremendous change. In 1989, CIEE negotiated agreements in Hungary and Poland for the East and Central European Studies Program scheduled to begin in the fall of 1990. The program was hosted by the Budapest University of Economics in Budapest, Hungary, and the Central School of Planning and Statistics in Warsaw, Poland, and sponsored by the newly formed East and Central European Consortium. The same year saw the inauguration of university study abroad programs in Czechoslovakia.

In 1992, a highlight in professional continuing education programs was a \$1.4 million grant from USIA to CIEE New York to undertake management of the agency's Eastern European English as a Foreign Language Fellow Program. The program placed 39 U.S. mid-career EFL professionals in one-year teacher training assignments in Albania, Bulgaria, the Czech and Slovak Republics, Estonia, Hungary, Latvia, Lithuania, Poland, Romania, and Slovenia, with the goal of training up to 10,000 local teachers of English.

The U.S. government highlighted teacher education and teacher re-training opportunities in the post-socialist countries. A great emphasis was placed on teachers' excellence in

English as a necessary condition for educational reforms and the transformation of the post-Soviet educational systems.

USIA granted CIEE a \$2.1 million grant to manage a 1993–1994 English as a Foreign Language Fellow Program in Eastern Europe, Russia, and Ukraine. CIEE recruited and conducted orientation of 50 mid-career TEFL professionals for one-year placements with pedagogical institutes and local ministries of education in Albania, Bulgaria, Croatia, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Macedonia, Poland, Rumania, Russia, Slovakia, Slovenia and Ukraine.

International Faculty Development Seminars

The initiation of the International Faculty Development Seminar (IFDS) series was a highlight of 1990. The inaugural seminar was held in Berlin in June and was followed by seminars in Warsaw and London that November. The seminars provided faculty and administrators with short-term, intensive overseas experiences, designed to stimulate campus efforts to internationalize curricula.

In addition to highly successful seminars in Germany and Warsaw, seminars were also offered in Northern Ireland, Chile, Hong Kong, Vietnam, and the United States in 1991. The next year, the seminar series was expanded with programs in the Netherlands and Russia.

Several highlights appeared in the professional continuing education field. The U.S.-based in-service training programs welcomed groups of European teachers in 1993. The French Ministry of Education sponsored a new program on American English and cultural diversity at Northern Arizona University. American University offered a program on U.S. ethnic diversity for a group of German teachers of English.

The International Faculty Development Seminar series continued to expand, and in 1993, 10 seminars were operated: Brazil, Chile, Germany, Hong Kong, Japan, the Netherlands, Northern Ireland, Russia, South Africa and Zimbabwe, and Vietnam.

CIEE signed agreements in 1993 with New York University's School of Continuing Education and the University of California Extension at Berkeley to offer professional certificate programs at both universities for non-U.S. students.

Conclusion

The Council on International Educational Exchange, one of the pioneers in educational exchange since its founding in 1947, became a leading organization in study abroad and student travel. By 1994, CIEE maintained offices throughout the United States, Europe, and Asia. These operational offices developed and administered a wide variety of study, work, and travel for students at the secondary, undergraduate, and professional levels.

Historically, CIEE membership consisted entirely of institutions and organizations located in the United States. However, by 1994, along with the continuing global expansion of CIEE activities and services, the membership began to internationalize. From 1978 to 1994, the number of non-U.S. members and applicants had more than tripled. The 271 CIEE members in 1994 were from Argentina, Australia, Belgium, Brazil, Canada, Denmark, Egypt, France, Germany, Hungary, Israel, Japan, Mexico, the Netherlands, Taiwan, Thailand, the United Kingdom, and the United States.

CIEE gained a lot of credit as it had been developed as a self-sustainable organization. As Jack Egle noted in a 1994 interview, “We had supports from a variety of governments including the United States, French, Japanese, and others. We basically had not been financed in any major way by government or foundations or outside money, so we had to build the organization and its activity out of the resources that we could master ourselves.” The CIEE 1993 Annual Report emphasized, “CIEE cooperated with governments, their ministries, and institutions in the development and managing its educational programs. At the same time, the CIEE could be proud of the fact that it maintained its independence by not allowing its activities to become dependent on subsidies or contracts, keeping such commitments under five percent of its budget.”

For more than four decades, CIEE had served as a national clearinghouse for information on overseas opportunities for the U.S. educational community. A quarter of a million inquiries were received each year from students, teachers, advisors, and parents concerning overseas study, travel, or work opportunities. Along with the growth of information services from 1979 to 1994, CIEE enhanced its research base, providing opportunities for leading U.S. educators in the field of international education to publish their works in the series of *Occasional Papers*.

The period from 1979 to 1994 in CIEE’s history can be characterized, without doubt, as the period of internationalization of its organizational development as well as in CIEE’s academic and professional activities, which facilitated implementation of an international dimension in curricula at school and university level, promoted the growth of cross-cultural awareness in the American society, and enhanced education for global competence.

In *Essays in Honor of Jack Egle* (1994), Thomas Barlett, Chancellor Emeritus, Oregon State System of Higher Education, wrote, “Jack Egle leaves behind a monumental legacy in student study and travel, but part of that was a greater vision of what remains to be done in the erratic human march toward understanding and peace.”

At the conclusion of his 1994 interview, Jack Egle characterized the future of CIEE: “I think we are on a verge, we are all potential today. I think what we have been involved in—ups and downs during forty-seven years—is just the beginning. There is no reason that we could not be doing ten times as much as we do today because the world itself is changing.”