

"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."

Richard D. Lambert

39th International Conference
On Educational Exchange

Washington, D.C.
November 1986

Council on International Educational Exchange

1986 Annual Conference

This year's Conference drew 340 participants to Washington, D.C. during the week of November 3rd, setting a new attendance record. With Stephen Cooper, Coordinator, Academic Programs Abroad, Louisiana State University, as its Chair, the 39th Annual Conference provided participants with a rigorous update on important issues on international education and educational exchange.

John W. Ryan, President of Indiana University, delivered the Conference Opening Address. The first day also featured workshops dealing with risk management, standards and institutional liability; the role of study abroad in language learning for non-language majors; and issues in study abroad research methodology; as well as two open forums that focussed on financial aid for students going abroad and the future of the Council. The opening day ended with a cocktail reception that honored Jack Egle, President and Executive of the Council, for his thirty-five years of service. Mr. Egle was presented with citations from the Governments of France, Japan and the United States.

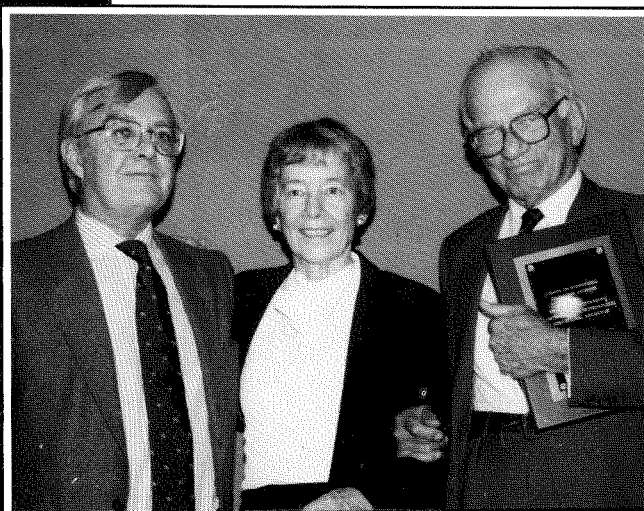
A major highlight of the Conference was the presentation to J.W. Fulbright of the Council's Award for Outstanding Contribution to International Educational Exchange. Mr. Fulbright accepted the Award at the Annual Luncheon.

Also honored at the Luncheon were Ramon Bela, Instituto de Cooperacion Iberoamericana, Madrid, who received the Award for Service, and John Useem and Ruth Hill Useem, who received the Award for Research. Citations were also made commemorating the 75th Anniversary of the International Student Service and the 50th Anniversary of the Lisle Fellowship.

Another highlight of the Conference was the Seminar on International Educational Exchange and the Federal Government. Chaired by William H. Allaway, Director, Education Abroad Program, University of California, the unique half-day seminar that was held on Capitol Hill briefed participants on the effect of federal budgetary issues on 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.

The Conference also included updates on opportunities in Eastern Europe, the Caribbean and Southeast Asia; reports on research on the impact of study abroad, new funding prospects, and success in internationalizing the curriculum; and presentations on consortium dynamics, careers in international affairs and Washington resources for international educational exchange.

The closing day of the Conference began with a lively breakfast debate entitled "The United State, Central America, and the Successor Generation" and ended with an important address by Richard Lambert, University of Pennsylvania, that provided the audience with a stimulating look at the future of international educational exchange in the context of the proposed National Foundation.



Jack Egle

Barbara B. Burn

J.W. Fulbright

**Excerpt of Remarks
by John W. Ryan,
President, Indiana
University, given at
the Conference
Opening
Session**

Robert Frost's "Mending Wall" comes to mind: "Good fences make good neighbors," says the old farmer. "Something there is that doesn't love a wall, That wants it down."

I believe it was that "something" which motivated Senator Fulbright to provide

would keep us ignorant of the glories of the world, and oblivious to the dangers of ignorance.

This organization has accomplished a great deal for my generation, and the one just now maturing in scholarship and academic leadership. There now can be no rest, no relaxation; we have only pointed the way — the goals of international understanding, enlightened self-interest, commitment to the hard intellectual work of wrestling with challenges of cultural diversity, political diversity, economic inequity all remain out there *to be* achieved.

You have never been needed more than you are right now — Good luck and God-speed.



John W. Ryan

legislation for educational exchange. It may be that here is where perspective becomes important — a "wall" — something to build together, to keep in good repair for mutual benefit — mutual aesthetic satisfaction — *or* something to keep apart, to shield to hide! It was that "something", the hope to reduce that which kept apart, which spurred the formation of the Council on International Educational Exchange, and which caused us at Indiana University to make international education our high priority the last forty years. We want it down — that wall which *separates* us from our neighbors — and which

**Remarks by Richard
D. Lambert,
Professor,
Department of
South Asia Regional
Studies, University
of Pennsylvania at
the Conference
Closing Session**

Most of you will have read in a recent Chronicle of Higher Education about the effort that is afoot to try to create a new foundation to provide durable federal funding for international studies. My task today is to give you a very brief reprise of how this effort developed, to indicate the various streams of activity that have nurtured it, to present some of the arguments as to why such a foundation is needed, to outline my own view of what the focus and functions of the foundation might be, and to mention some of the principal issues that will have to be met as we try to marshal the necessary support among us to bring it about. My time is very short, so let me get to it.

All such movements have many fathers. The notion of a foundation for international studies has been in the air for a number of years. It was bruited about at the time of the Perkins Commission and in congressional debate about the sufficiency of the Department of Education's handling of Title VI. Its most recent incarnation began with a report of the Advisory Board to the Department of Education on International Programs. This report was known as the Holderman Report, after Jim Holderman, the President of the University of South Carolina, who was chairman of that Board. It proposed the creation of an endowment for international studies funded by foreign loan repayments and the sale of military equipment, roughly following the model of the establishment of the Fulbright program. My only comment on that document, which I had a hand in writing, is that three of its concepts seem untenable: (1) that Congress will create an endowment in the literal meaning of that term; (2) that its funding will be set apart from the annual appropriations process; and (3) that loan repayments or military sales are likely to be tappable for the support of international studies. Another recent mention of the need for a foundation appeared in Michael

Sovern's annual report for Columbia University, and his subsequent efforts to raise congressional interest in this matter.

At about the same time that all of this was going on, Caspar Weinberger, Secretary of Defense, expressed his and that department's concern for our declining national capacity to conduct advanced research on other parts of the world. Accordingly, the Association of American Universities was asked by DOD to conduct a detailed review of the state of language and area studies on our campuses, which led to the report you have heard mentioned: *BEYOND GROWTH: THE NEXT STAGE IN LANGUAGE AND AREA STUDIES*, of which I am the principal author. One of the major recommendations in that report was for the establishment of a national foundation to help carry out the agenda set forth in *BEYOND GROWTH*.

It was this recommendation that the Department of Defense selected for long term implementation. They accepted the argument in that report that many of the recommendations could not and should not be implemented by DOD, that the agenda was of a much broader national interest, and that an independent organization along the lines of NSF, NEH, or the Smithsonian Institution would be needed. Accordingly, they contracted with AAU, the sponsor of *BEYOND GROWTH*, to explore the possibility of creating such a foundation and to write a model charter. AAU's report is featured in the Chronicle account and it is now available in published form. Roughly, it found a foundation both necessary and feasible and the general outline of the proposed charter follows the NSF model.

While this process was taking place, a group in the private sector became concerned that the foundation's functions should not be too narrowly confined to language and area studies and the specific

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recommendations in *BEYOND GROWTH*. As a result of this concern, a number of the private foundations — Carnegie, Exxon, Ford, Mellon, Rockefeller — helped to establish a Secretariat at the Social Science Research Council to explore a broader agenda, and commissioned me to write a rationale for such a foundation and to suggest what its substantive focus and functions should be. That report is now completed. It will be published within a few weeks by the Social Science Research Council and it will be available for public discussion.

Hopefully these two streams — the writing of the charter and the broader agenda statement — will now come together for general public discussion so that out of that discussion we can build the consensus to carry the joint effort forward. I can be most helpful today by giving a brief idea of what is in this substantive agenda statement, and soliciting your comments on it, since it will become a real agenda only when we can agree on it.

There are seven major areas to which I propose the foundation direct its attention:

1. The first is the improvement of foreign language instruction in the United States. Virtually all of the considerable federal funds spent on the improvement of foreign language instruction in the United States has been spent in-house. There is no place in the federal government where the funds needed to upgrade our nation's foreign language competencies can be found. NEH does not believe that foreign language study per se is a humanity. NSF will deal with only pure linguistics, not language learning. The Department of Education is interested only in the less commonly taught languages or in bilingual education. Only the National Security Agency provides substantial funds in this area, and only for agenda items important to them. If the United States is to cope in the

twenty-first century, we must raise the level of foreign language competency of substantial portions of our population, yet the federal capacity to help in this process is almost non-existent.

2. To meet the challenge of international competitiveness we need a concerted strategy aimed at creating a cadre of international specialists for American business, internationalizing the training of all future business managers, and undoing the "devout monolingualism" of our English-speaking international business managers. Specific steps that the foundation might take to help this situation are given.

3. The support for the training of academic specialists has been short-term, precarious, limited to only a few types of specialists, full of gaps, and after thirty years of essentially laissez-faire growth, needful of some reconceptualization and redirection. Some of the recommendations of *BEYOND GROWTH* are borrowed for the foundation's agenda.

4. One of the major needs in the coming decades is to improve the flow of information across national boundaries. In the natural sciences and in technology, information flows readily — many in government argue too readily — across national boundaries. We have no equivalent systems for the social sciences and the humanities. And yet if the growth of a global community of scholars is not to leave those disciplines behind, collective attention to international information flows is essential. I include under that rubric most especially our carefully constructed library collections.

5. One of the most dramatic arguments for the creation of a foundation is the sad state of affairs in the support of internationally oriented research in the social sciences and humanities. Except for the regrant moneys from NEH retailed through the Joint Committees of the Social Science Research

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Council and the American Council of Learned Societies, there is no place where researchers can go to find support for work whose justification is the importance of the information and insight we will gain about another society. For NSF the justification must be that the research will make a contribution to the advancement of the discipline, particularly its theoretical and methodological aspects. For NEH de facto preference is given to historical or literary studies. The only exception is the substantial funding for research in Soviet studies contained in the new Title VIII funding, or support DIA or other members of the intelligence community, and these latter sources raise real problems for scholars in many world areas. Title VI does not support substantive research on other countries; its miniscule research funds are used primarily for the development of language materials or general surveys of international studies. We need a place to go for funds where the judgment about the usefulness of projects will be made on the value of the knowledge of other societies to be gained and not on other criteria.

6. The foundation should take a coordinating and facilitating role in providing opportunities for American international affairs specialists — in both the public and private sectors — to work abroad and should assist in the creation of durable overseas linkages. Our federally supported international exchange programs are now a hodgepodge of initiatives serving the separate interests of our many federal agencies and organizations. A cultural affairs officer sitting in New Delhi, for instance, must deal with more than a dozen federal programs bringing American scholars to India and almost twice that many bringing Indians to the United States. The largest component of our exchanges are sponsored by the Department of Defense, the next largest by AID, then come a host of natural science oriented exchanges and mission agency oriented show and tell

programs. Other scholarly exchanges do very poorly. The Fulbright program has some capacity for supporting scholarly exchanges, but too much of our international exchanges policy is determined by technical assistance needs, or is dedicated to providing first visit familiarization tours more appropriate for another era. And some four or five countries get the lion's share of the exchanges. Somewhere an organization needs to be set in place that will attend to our cross-sectional international exchange needs for the coming decades, not just derive them from the sum total of the separate initiatives that various agencies undertake. And somewhere, the need for social science and humanities scholars to work in the countries they study, not once but many times, and not necessarily on a sabbatical year rhythm but when the need arises, must be met.

7. The final national need which I am proposing that the foundation address is the international education of the successor generation. Most of the above recommendations are aimed at the needs of specialists. Our national success in the new global society will depend upon how well a broad sector of our society understands the world in which we live. However, making recommendations in this area is particularly troublesome. The line separating federal, state and local responsibility is quickly passed. The cost multiplier effect of dealing with 13,000 school districts and three thousand institutions of higher education soon brings the expense of investment beyond what a prudent federal agency can afford. What are clearly needed are points of leverage with limited cost demands where federal intervention can make a major difference. I have recommended three. There are doubtless others. My three choices are: (1) the raising and reinforcement of the foreign language competencies of secondary school teachers; (2) the general education portion of undergraduate collegiate education; and

We have a major task of consensus building and talking things through ahead of us.

(3) a set of highly selective national fellowships to provide an international educational experience to gifted students between their high school and college or between their college and graduate school experience. This is one of the areas where public discussion and inventiveness is most needed.

These then are the topical domains in which I have recommended that the foundation direct its attention. Please read the detailed arguments and specific recommendations in the larger report before you react too strongly. In the end they comprise just discussion points for public reaction. I hope my monograph will serve the same purpose that Vanevar Bush's *THE ENDLESS FRONTIER* did to start the ball rolling in the creation of NSF. Remember that NSF took five years and a great deal of public discussion to create.

We have a major task of consensus building and talking things through ahead of us. If we go to congress with proposals which substantial portions of us are going to spit at we might as well save the effort. Some of the issues in the public debate are already clear: the concern for Big Brother, particularly the defense and intelligence community variety of siblings; the fear that we will damage what we already have in the effort to gain new resources; the discomfort of humanists with instrumental arguments for the importance of research and for proactive setting of the research agenda; the debate about how many of the international studies communities and educational levels will have their needs directly addressed by the foundation; and above all, the seemingly endless legitimacy battles over who can speak for whom.

With all of this, I believe 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.

Council on International Educational Exchange

The Council on International Educational Exchange is a private, non-profit, membership organization, incorporated in the United States with international offices, affiliations and representation. Major responsibilities and contributions to the field of educational exchange, throughout its 40 years of service to the academic community, have established the Council as one of the foremost organizations concerned with international education and student travel.

The Council was founded in 1947 by a small group of organizations active in the field of international education and student travel in order to help reestablish student exchange after World War II. In its early years the Council chartered ocean liners for transatlantic student sailings, arranged group air travel and organized orientation programs to prepare students and teachers for their educational experiences abroad. Over the years the Council's mandate broadened dramatically with the ever-increasing number of its academic members whose interests spread beyond Europe to Africa, Asia and Latin America. Today, the Council assumes important educational responsibilities and develops, facilitates and administers programs of international educational exchange throughout the world on behalf of both its national and international constituencies.

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