

Do Not Bring Foreign Students, Unless...

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FOREIGN students should not be brought to this country unless the receiving institutions are fully aware of the implications and are willing to assume the responsibilities involved in such action.

Foreign students on American campuses are no longer a novelty, yet the fundamental problems and issues relating to them do not seem to have been fully thought out. Although the number

of such students represents a small proportion of the total university and college population in the United States, their experience on American campuses carries a far-reaching effect not only on the growth and development of their native countries, but on the American relations with those countries for many years to come.

Whether they recognize it or not, the role of the American universities and colleges that accept foreigners as students inevitably is twofold:

- 1) to provide academic training for their students from abroad, and
- 2) to serve indirectly as an instrument of American foreign policy.

The tendency in most institutions has been to regard foreign students merely as an educational problem. But these students need more than academic train-

ing, no matter how they happen to come to this country. They need a great deal of other than academic attention.

Some argue that "we have no foreign students—just students of all nationalities." It is fine for Americans to say this, but what about the students themselves? Do they feel this way, too? Do they feel this way when they arrive at an airport without knowing a soul in the community? Do they feel this way when they have to confront strange diets not knowing the different items on the menu? What about the students who are not familiar with the language? Would they have come to this country expecting to face all of these difficulties and solve them one by one all by themselves? Do they not have a right to expect some helpful voices and hands during these moments of confusion and embarrassment?

I know many who actually did return

"How do students themselves feel in a foreign land?"

—Brooks (Monkmeyer).



to their countries without completing their educational programs, feeling much less friendly toward the United States than they did when they came. I wonder if the United States would not be better off with uneducated friends than with educated foes.

I HAVE heard some argue that there ought to be better screening and selection of those who come to America. I have heard others say that there should be better orientation about the American educational system and the American way of life before they leave their homes. Still others assert that the best way for them to learn is the hard way. All of these observations and suggestions are good; but theory and practice may be a long way apart. Let us go a little further into each one of these suggestions to see the implications.

Better selection: Who would select these students and how? What criteria would be applied? Would Americans participate in the selection? If so, how? How are the selectors expected to deal with the political factors involved in the selection? How important are those political factors?

Better orientation: What should the potential students be told? Should they be told that they cannot expect any friendly helping hands? Should they be told that in American colleges there are just "students of all nationalities"? Foreigners must make a big decision when they come to America. Many students would rather not come if they know in advance that they will be on their own in the course of pursuing their objectives. But the fact of the matter is that they were told through various media that America is a country where friendliness is a national symbol. Are the universities and colleges prepared to live up to it?

The best way to learn is the hard way: This time-honored maxim cannot be challenged when it applies to certain matters. However, it does not have universal applicability. What people learn "the hard way" is not always useful from the standpoint of attaining primary objectives. In other words, what possible good does a student get out of moving in and out of rooming houses in a search for suitable accommodations, rather than devoting that time to study and other related activities? What possible educational value does one derive from spending all afternoon in the library in an attempt to find one book, simply because he does not know the proper procedure? What benefit does a foreign student get from spending \$1.75 for a haircut for months, before learning that he can obtain the same service for \$1 at the Student Union barber shop? It seems that some institutions use the maxim about "the hard way" just to escape providing the necessary services



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"Foreign students should be encouraged to take an active part in campus life."

that can mean so much to the foreign student.

This is not an indictment of all the institutions throughout the land that receive foreign students. Some universities and colleges have been doing a commendable job. As a result, I would say that they are contributing a great deal to the betterment of American foreign relations. But the number of the universities and colleges that are providing these vital services are all too few.

There are about 58,000 foreign students in the United States today, representing 150 nations and territories of the world. A great majority of these students are the elite representatives of their societies, especially of the most modern elements. They are expected to assume future roles of leadership in their respective countries. As students, they provide an opportunity to clarify a fuzzy and sometimes distorted image of the United States and to build a solid foundation for the sound relationships with these nations for the future.

The natural question, then, is: How much assistance and what sort of services should the American institutions

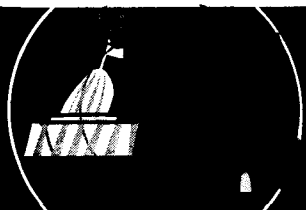
provide for the foreign students? The answer is simply, "just enough to equalize those factors that are essential for studying in American institutions with American students."

At present, there are some 600 colleges and universities that have designated someone to act as foreign student adviser, spending a half or more of his time on foreign student affairs. But the fact remains that even in those institutions, advisors are able to handle little more than matters brought to them by the foreign students, because of insufficient staff, facilities, and funds. Their activities should not be limited only to those matters brought to them. They should be able to go one step further and identify the needs of the students and plan the kind of activities and programs that will help the students make the most of their limited time in this country.

The matter of helping foreign students should not be a job of any one individual or any one office. The whole institution and everyone in it who comes in contact with foreign students should be aware of the responsibility and the

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While School Keeps



Foreign students in record numbers—nearly 75,000 of them—sought higher education in the U.S. during the 1963-64 school year. According to the Institute of International Education (809 United Nations Plaza, New York, N.Y. 10017) in its annual report, *Open Doors 1964*, these visiting students fanned out across the country to enroll at more than 1,800 institutions of higher learning. Countries sending the most students to American shores were Canada (8,458), India (6,387), Japan (3,220), Iran (3,162), Hong Kong (3,143), and the Republic of China (3,057). Korea, the Philippines, and Cuba all sent more than 2,000 students each, and there were another 2,300 Chinese students from countries other than the Republic of China.

The nation's great state and private universities were recipients of the largest numbers of foreign students with the University of California leading with 3,927. Howard University in Washington, D.C. enrolled the highest percentage—foreign students made up 15.8 per cent of its total enrollment of 6,805—Columbia was second with 9.4 per cent and Harvard was third with 8 per cent.

Open Doors 1964 also reports on U.S. students studying abroad in 1962-63 (the difficulty of collecting figures from universities abroad slows the process of reporting, so these figures are a year behind those for foreign students in the U.S.), totaling more than 17,000. They enrolled at more than 400 institutions in sixty-four foreign countries. Most popular countries for U.S. exchange students were Mexico (3,264), Canada (2,308), United Kingdom (1,635), France (1,633), Germany (1,460), Spain (1,085). Next most popular were Vatican City State, Switzerland, Philippines, Japan, Belgium, Austria, and Israel.

In addition to reporting on foreign students in the U.S. and American students studying abroad, *Open Doors 1964* also gives figures on foreign scholars in U.S. institutions (8,377 from 107 countries), foreign physicians training in U.S. hospitals (8,804 from 100 countries), and U.S. faculty members abroad (3,366 in 109 countries).

"American Universities and Colleges," the standard descriptive directory of accredited senior colleges and universities in the U.S., was published last month by the American Council on

Education (1785 Massachusetts Avenue, N.W., Washington, D.C. 20036). Now in its ninth edition, the directory contains descriptions of all accredited four-year institutions—1,173 in all. Detailed information is given about admissions, tuition and fees, financial aid, academic departments, faculty, and facilities. The 1,354-page volume is available from the ACE Publications Division at \$15. It follows by a few months publication of the American Council's companion volume, *American Junior Colleges*, which gives similar information about 655 two-year institutions in the U.S. and may also be obtained from the ACE at \$10.

Disadvantaged children, in recent months, have been receiving vastly increased attention in the public prints and, in some cases, in the public schools. But much remains to be done and one of the prerequisites to effective action is greater understanding of the problems and knowledge of ways to meet them. Two recent publications designed for both schoolmen and laymen should help.

School-Home Partnership in Depressed Urban Neighborhoods by Gene C. Fusco, a U.S. Office of Education specialist in school and community relations, reports on a study of twenty schools in five cities (Baltimore, Chicago, Detroit, Philadelphia, and St. Louis). Its purpose is "to identify, describe, and analyze some practices designed to improve and strengthen school-home relations in depressed urban neighborhoods." Bringing together the experience developed by selected schools in marshaling the support of the home in behalf of school activities, Dr. Fusco's report should be equally helpful to schoolmen and interested laymen. Copies may be obtained from the U.S. Government Printing Office, Washington, D.C., 20402, at 40 cents each.

Learning Together, A Book on Integrated Education, is a 222-page paper-

back that brings together the major articles appearing in the first year's issues of *Integrated Education*, a bi-monthly publication that reports news, analysis, and commentary on the progress of school integration. Edited by Meyer Weinberg, who also edits *Integrated Education*, the new volume includes a wide range of articles by leaders in the field. Copies of the volume are available at \$1.75 from Integrated Education Associates, 343 South Dearborn Street, Chicago, Illinois 60604. The magazine is available from the same source at \$4 per year.

International Schools Service has just published a revised list of overseas schools that offer a complete curriculum in English and have "a history of enrolling U.S. students." Designed to aid parents of school-age youngsters who are considering overseas assignments, the list includes 219 schools with a total enrollment of 76,021, of whom 32,437 are American children. Areas covered are Africa, Europe, Near East and South Asia, Far East, and Latin America. List includes name of school, location, founding date, tuition range, grade range, U.S. enrollment, and total enrollment. Copies are available from ISS (147 East 50th Street, New York, N.Y. 10022), which also notes that further information on most of the schools is available and will be sent upon request.

The National Achievement Scholarship Program for outstanding Negro students was announced last month. Administered by the National Merit Scholarship Corporation (1580 Sherman Avenue, Evanston, Illinois) and financed by a \$7,000,000, five-year grant from the Ford Foundation, the new program will seek to equalize opportunities and incentives for Negroes in higher education. About 200 scholarships will be awarded each year to high school graduates. Each award will be for four years and will have a value of \$250 to \$1,500 each year, depending on the student's financial need.

Because of poor school preparation, economic barriers, and lack of motivation, Negroes traditionally have not been able to compete on even terms for other scholarship awards—Negroes won only thirteen of this year's 1,650 National Merit Scholarships. The new program, therefore, is designed to overcome the motivational and economic barriers to higher education for Negroes, according to Henry T. Heald, president of the foundation. The goal eventually, he said, "might be defined as the day when Negroes can win academic recognition in parity with other young people, and actually no longer need special scholarship programs."

—JAMES CASS.

