

ing" often comes from the professional vested interest in the status quo. The universality of knowledge threatens the security of the parochial and narrow specialist, and one must be prepared for "flack" from his own colleagues. Yet, involvement can overcome even this insulation.

5) Universalizing the curriculum calls for more than course tinkering. Often, it requires complete rethinking of an entire field.

6) Study abroad must be entirely rethought. Education is not so much a matter of change in geography, as change in a state of mind. To reach this deeper level, qualitative considerations are central. We must not "overrun" host countries with ill-conceived programs and bands of mobile Americans.

7) Foreign students are a major educational asset. They should be treated as such, and not merely as symbols or problems.

8) Overextension is a besetting sin of those campuses of limited capacity. However wide the window dressing, it cannot cover financial or academic limitation. It is better to do one thing well, than to pretend a dozen.

9) Overseas contracts should reflect the natural extension of the prime purpose of the university, and not a parallel and often unrelated institution.

10) Orientation to overseas is proper for professors as well as students. No one is quite wise enough to enter deeply into the life of another person or culture without adequate preparation.

11) Institutional collaboration, to share resources and program, already scarce, is as imperative as it is difficult. We must find ways to practice what we teach about cooperative understanding.

12) Communications within and between universities remains the critical problem. The right hand does not know what the left is doing. We throw a message to the moon more easily than across some campuses. But this remains the symbol, not only of the problem of the campus seeking to become internationally minded, but of our world as well. Something more important than plumbing must connect our classes.

There is no final magic formula for our task. But here are some recipes for success, if the university is to change enough to serve and ultimately to save the times.



How British Score

Continued from page 63

of their games in the hands of the players themselves. If my American friend, to whom I referred earlier, were to visit one of these institutions and see all the games of rugby football taking place at the same time, he might well say again: "There is too much emphasis on sports." But if he looked around for a coach in the American sense, he would be as dumbfounded as I when an Oxford don sensed my disbelief: "You know, old chap, we don't have those high-pressure coaches that you do in your country. The captain of each team does the coaching himself." Then, with a light of triumph in his eyes, he added: "Builds up their physical and moral fiber when they do it all themselves."

This system of student organization and coaching goes not only for the individual colleges that comprise these great universities but for the varsity teams as well. The only possible assistance comes occasionally from a former player or friend who, without thought of pay or prestige, might offer a few suggestions.

Do not think for a moment that the lack of a professional coach in any way diminishes the interest and enthusiasm on the part of the players or the spectators. One has only to witness a hard-fought Oxford-Cambridge rugby match

at Twickenham, outside London, to realize how seriously the game is taken. The stands are filled with about 50,000 fans who roar themselves hoarse for their favorite team. A student from the United States whom I met recently at Cambridge University said: "The athletic system here is as free as possible from unhealthy competition. There are no athletic scholarships, the players do all the organizing and coaching and are subject to the same academic discipline all along the line."

Just a few years ago two young men from the school in Britain where I am now teaching initiated rugby football at Amherst College in Massachusetts on the basis I have described above. This sport, which is increasing in popularity, is the only one entirely in the hands of the students. Here is what a recent OLIO, the senior yearbook, says about it: "The 1964 Amherst Rugby Club was undefeated and maintained rugby as the most successful sport at Amherst, with only one loss in the past three years." Its opponents included Brown, Harvard, Williams, and Dartmouth.

If, as many feel, the athletic setup in our high schools and colleges needs to be uprooted and a new structure installed, it might be well to consider the way the British handle their games. Certainly a system that encourages many more to participate and is as free as possible from the evils of unhealthy competition demands our attention.

New Books



Big City Dropouts. By Robert A. Dentler and Mary Ellen Warshauer. *Center for Urban Education* (33 West 42nd Street, New York, N.Y. 10036). 127 pp. Paper, \$3. A comparative analysis of characteristics of large cities in an effort to clarify the relationship of educational attainment and economic insecurity.

The New American Guide to Colleges. By Gene R. Hawes. *Signet, the New American Library*. 560 pp. Paper, 95 cents. A revised and enlarged edition, including all graduate schools in the United States.

New Directions in the Kindergarten. By Helen F. Robison and Bernard Spodek. *Bureau of Publications, Teachers' College Press, Columbia University*. 214 pp. Cloth, \$6.50. Paper, \$2.95. Contends that, thanks to television and our highly mobile society, kindergarten is no longer the first educational experience

away from home for today's youngsters; explores the rationale and means for reforming kindergarten curriculum to make it more relevant to present needs.

Great Rulers of the African Past. By Lavinia Dobler and William A. Brown. **Lift Every Voice: The Lives of Booker T. Washington.** W. E. B. DuBois, Mary Church Terrell and James Weldon Johnson. By Dorothy Sterling and Benjamin Quarles. **Pioneers and Patriots: The Lives of Six Negroes of the Revolutionary Era.** By Lavinia Dobler and Edgar A. Toppin. **A Guide to African History.** By Basil Davidson, revised and edited by Haskel Frankel. *Zenith Books, Doubleday*. Approximately 118 pp. each. Cloth, \$2.95 each. Paper, \$1.45 each. Four more books in a series on the history of American minority groups, to be used as supplementary textbooks for regular social studies and reading classes in junior and senior high school.

Experiment

Continued from page 61

dents for effective matriculation on their home campuses. For more than 1,200 students headed for American campuses each year, S.I.T. serves as a cultural and academic point of entry. Most of these students are not sponsored by official agencies, either native or American, and are here on their own resources. Others are students who are sponsored by the African Scholarship Program of American Universities, or the Latin American Scholarship Program of American Universities. The Experiment puts them through the orientation program and provides a homestay for them before they go on to their campus destination. American host families are specially instructed in how to help the student prepare for his college experience, and incidental personal aids are provided to help the student adjust to his new environment.

Studies made at a number of colleges indicate that these students benefit substantially. They make higher grades than other foreign students, adapt better to college life, and participate more fully in extracurricular activities. This, clearly, is the final test. What works, what doesn't, and why?

As demands on the Experiment have become more numerous, evaluation of programs has become more necessary. In 1958 the trustees set up an Education and Evaluation Committee to help determine which proposals are consistent with the organization's basic purpose. This year, requests from colleges for cooperative programs were so numerous that standards had to be set in writing.

Government programs are subject to the same scrutiny. AID, for example, insists on paying participants in their programs on a per diem basis, which the Experiment feels is psychologically harmful to the orientation process. Putney dropped an AID program this year partly for this reason.

A State Department program, Council for Leaders and Specialists, doesn't even call for a homestay. Nonetheless, the Experiment has been administering it since 1963. Essentially, the Council's job is to implement programs requested by individual foreign visitors—leaders in education, medicine, commerce and industry, and journalism—which often means a whirlwind tour. This program has been reconsidered twice since 1963, but has been retained. Experiment philosophy has had some effect on individuals, encouraging longer stays in fewer communities, more visits to small towns, and homestays with American families.

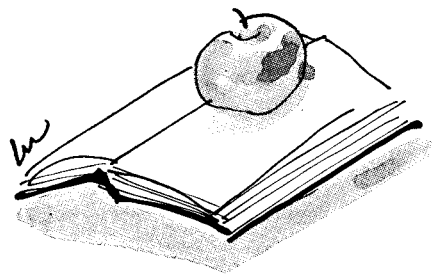
"We'll take on a project like this if we think we can improve it," says Ran-

dolph Major, chairman of evaluation and research. But he admits that the State Department has been more impressed by Putney's efficient administration than by its philosophy.

Change and growth press hard on the organization, and the problem of just where it is going is crucial. Federal monies entice growth for its own sake; at the same time the temptation exists simply to do more of what has worked so well. But the fields of international education and international relations still need further exploration and experiment. Secondary school programs need a harder look, and much remains to be done with business and industry.

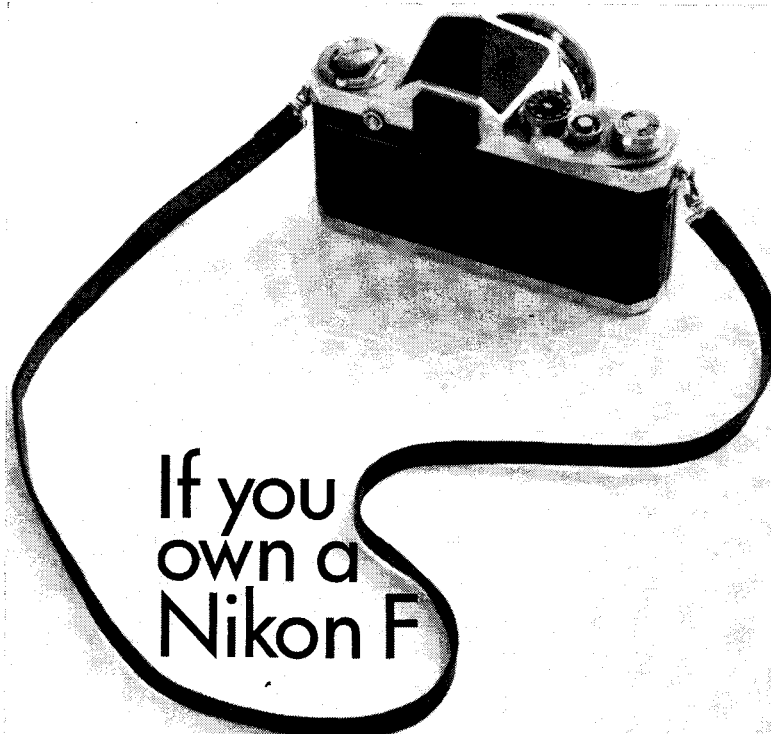
The School of International Training has potential that has yet to be explored, and a trustee committee has been appointed to plan for the next five years. Fall of 1967 will see the first step—a new "intern" program to prepare college graduates for work in international service. The present outline calls for a five-quarter program: two quarters spent overseas, the remainder on campus and in a variety of internships with public and private international organizations. Emphasis, of course, will be on human relations and psychological flexibility.

This is the Experiment's special contribution to international affairs. It has spent thirty years refining an ideal into



a working reality, and the time has come when the techniques developed are needed in a variety of international fields. A businessman abroad can do more for his company if he respects and understands the people he is dealing with. The scholar's research improves if he is at ease in his environment.

As others adapt Experiment services to their needs, the organization's trustees are looking to the future. One board member is exploring the possibility of an Experiment to mainland China as soon as it becomes politically feasible. Others are wondering if S.I.T. should become a degree-granting institution. Perhaps the most far-reaching idea is the training of international mediators to add to the peacekeeping tools of the U.N. Using labor arbitration as a model, S.I.T. may one day develop a new international career. Anyone who reads his morning paper must hope that day is coming soon.



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Federal Role

Continued from page 54

for higher education, and educational research groups, where such support would make an especially significant contribution to advancing the purposes of the legislation.

In addition to the graduate and undergraduate grants, H.R. 14643 liberalizes the present Title VI Language and Area Study Program of the National Defense Education Act in order to promote instruction not only in languages not widely taught in the United States, such as Czech and Tagalog, but also in such familiar languages as French, Italian, and German.

Because the House Education and Labor Committee has become increasingly concerned about the lack of coordination in the many new federal education programs, the Committee insisted on a provision in the bill for an annual report to Congress on the activities carried on under H.R. 14643 as well as on other programs of the federal government in international education.

It is essential to reiterate that, in spite of its title, the International Education Act is not an education foreign aid bill. Some members of Congress voted against it because they thought it was, while one member attacked it sharply because it did nothing to fight illiteracy in the developing countries. Both views were mistaken. Like existing measures of federal aid to higher education, the IEA will help colleges and universities here in the United States. It is a domestic bill, but its focus is on teaching and research in world affairs.

It is equally necessary to make clear that the International Education Act is not primarily a bill to train foreign policy experts; it is not a manpower production program and the Department of Labor has nothing to do with it.

It is even more important to assert that the IEA is not designed to make our colleges and universities instruments of

United States foreign policy. One of the traditional glories of American universities has been their freedom from subservience to government control. It is therefore significant that the International Education Act will not be administered by the Department of State but by the Department of Health, Education, and Welfare, that branch of the federal government with primary jurisdiction over federal education programs.

In his message of February 2, 1966, President Johnson announced that he will establish a new Center for Educational Cooperation in the Department of Health, Education, and Welfare to administer the programs authorized by the International Education Act and to serve as a focal point of leadership in international education generally. The testimony of both Secretary Gardner and other witnesses before the Task Force stressed the necessity of developing sensitive and cooperative ties between the new Center, which is yet to be set up, and the universities and colleges.

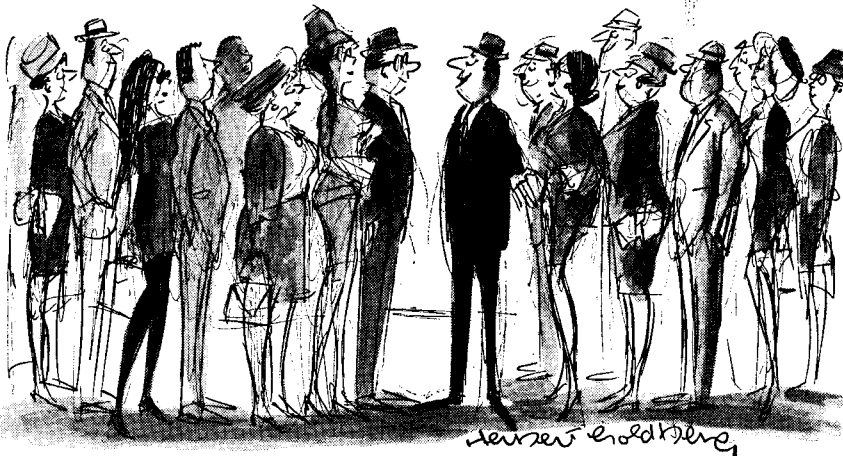
A final word of warning is in order. Although the House has already passed the International Education Act and its prospect is bright in the Senate, there is always the danger that, in the absence of more expressions of support from the education community to Congress, the bill will be lost in the rush toward adjournment in the next few weeks.

Its loss would be no small misfortune. It should not be necessary now to labor long over the many reasons we must, as a nation, learn more about the problems and the peoples of the rest of this planet.

Fourteen words from a poem by Marianne Moore tell us the kind of world we live in:

What is our innocence?
What is our guilt? All are
naked, none is safe.

In such a world and in such a time, our colleges and universities must give their students a knowledge and understanding of that world.



"And this is my group therapy group."

Education Letters

Continued from page 49

College Independent Study

ONE OF THE principal burdens of Dr. Rhett's article "Independent Study and the Campus Crisis," [SR, July 16] seems to be that students should have the freedom to attend or not attend classes. Unless the average student has changed since my day (Amherst, 1917), I fear that records might well be established in non-attendance, with consequent failure to learn.

RALPH E. DE CASTRO.

Miami, Fla.

Freedom for Students

I AM WRITING to express my strong approval of Mr. Hawes's first-rate article, "Civil Rights for College Students" [SR, June 18]. I could not begin to explain the change, but there is no question in my mind that the current "typical" student is simply a superior person, compared to his counterpart of merely a few years ago. One manifestation of his superiority is his refusal to settle for second-class citizenship. Believe me, I am enthusiastically in his corner! It is most regrettable that numerous academic colleagues are not of a similar mind.

JUDSON B. PEARSON,
Associate Professor of Sociology,
University of Colorado.

Boulder, Colo.

IT WOULD, INDEED, be refreshing if, as Mr. Hawes implies, the vast majority of our colleges and universities were liberalizing their rules and attitudes toward their student bodies. But as a recent graduate of a medium-sized Midwestern state university, I can state that, as of 1963, there was no such liberalizing of rules or views by the administration at this school or, to my knowledge, at any of its sister universities. The situation at my institution was a very sorry one. I saw a school administration, with attitudes so backward that Queen Victoria would have considered them prudish, attempt to rule, conduct, and manage student lives almost completely. As a member of the university disciplinary board I saw, firsthand, cases of blatant and unwarranted university intrusion into the most private areas of student lives.

If the situation is as I believe, and a great tide of liberalism is not sweeping our institutions of higher learning, I suggest that there is only one answer to this whole despicable side of college life. Colleges and universities must remove themselves completely from the realm of dictating to their students and return to the job of educating them. The purpose of a university is to educate—not regulate.

FRANCIS X. LEIGHTY.

Maywood, Ill.

LITERARY I. Q. ANSWERS

1. Caliban. 2. Falstaff. 3. Portia. 4. Bolingbroke. 5. Shylock. 6. Juliet. 7. Troilus. 8. Polonius. 9. Desdemona. 10. Mark Antony. 11. Othello. 12. Mercutio. 13. Valentine. 14. Macbeth. 15. Cordelia.

School in China

Continued from page 67

personal accounts on student life in Communist China.

Tung grew up under very turbulent conditions, in a family that was constantly threatened with starvation and the irascible tyranny of the father. His working-class background, however, qualified him for continued education, and despite extreme tribulations, he managed to finish his training as a French language student in the Shanghai Institute of Foreign Languages. In telling of his experiences as a student, Tung provides insight into the process of education in China, not so much with respect to the imparting of knowledge and skills as the day to day manipulations and machinations that are necessary for survival. Personalities and details aside, the book leaves one with the impression that schools in China have, from 1950 on, alternated between periods of unbearable repression and retrenchment, in conformity, perhaps, with the law of dialectics. Everything within the school begins and ends with politics; and politics means productive labor under what must be regarded as inhuman conditions, denunciations of teachers and fellow-students alike, endless meetings and indoctrination sessions, and only incidentally the acquisition of organized knowledge. Tung, and presumably many others like him, learned to lie, cheat, and spy on others in order to survive, for failure to do so would mean a life in some remote countryside doing manual labor, a fate that must be shunned at all costs, the glorification of labor by the party notwithstanding. Politics also means control of education by trusted party or Communist Youth League members, whose primary qualifications seem to be their lack of formal education and their unyielding anti-intellectualism.

While the truthfulness of a personal account of this nature can hardly be questioned, some of the interpretations have obviously had the benefit of either the hindsight of Tung or the insight of Evans. The overall impression, however, is unmistakably clear. Education on all levels in China today is a means by which the party seeks to reduce every individual to an unthinking cogwheel in an enormous machine, run by the party according to the blueprint of Mao Tse-tung. This educative process has produced two major types of individuals: a minority identified with the party by virtue of their blind faith and patent paucity of intellectuality; and the majority constantly under suspicion and "struggled against" for their cynicism with respect to dogma and their curiosity about knowledge. The lesson one

can draw from the Chinese educational experiment thus far seems to indicate that, human mind being what it is, overdosage of indoctrination and excessive use of coercion often produce results contrary to what are expected and are consequently self-defeating. The current educational trends on the mainland of China, now approaching the high water mark of "Cultural Revolution," do not appear to suggest that the lesson has driven itself home, and there are signs that the frail foundation that now exists is further undermined and threatened with disintegration. Witness, for example, the recent abolition of entrance examinations for institutions of higher learning. The Communist regime can easily afford the defection of a few individuals like Tung, but it can ill af-

ford the existence of an increasingly large number of educated élite who share Tung's sentiments and aspirations.

The Chinese Communists take great pride in claiming to be the custodian of the true heritage of Marxism and Leninism, for having faithfully abided by the tenet of uniting theory and practice. The Fraser volume has given us a broad view of the theoretical basis of Chinese education, the principles, the policies, and self-congratulatory claims of dazzling success. On the other hand, Tung, through Evans, has given us the true picture as he saw it, a personal account of Chinese education in practice. The discrepancy is shocking, but to both books we owe a debt for getting to know more about the two sides of the educational coin.

What Colleges Can Do

Continued from page 57

a few days. Some individuals are veritable walking reference works on the history of international developments in education over the past twenty years and are expert in appraising the situation on a particular campus and helping to focus and sharpen thinking about it.

The consequence of such a five-step approach will be the emergence of a real on-campus center of expertise in the problem of college and curriculum development in the international field. Along the way, the college program leaders will become ever more knowledgeable and widely acquainted with international exchange programs and available funding opportunities; they will discover what sources may be tapped for advice and help to send faculty abroad for additional training or "exposure" in foreign cultures; to place key teachers in special summer institutes in languages or disciplinary subjects; to send student groups abroad under carefully worked-out programs; and to bring to the campus a foreign student contingent of appropriate size, composition, and national origin.

ACROSS the face of America are many centers of strength and expertise, a number of existing national programs that individual colleges or groups of colleges can draw on to support their own efforts. The main problems are learning enough about what and where these opportunities are, and then fitting all the pieces together in a careful and sensible blend—one that is consonant with the goals and possibilities of the particular institution, one that will assure a broadened, deepened, more lively, more rigorous, and more relevant educational experience for the students.

I want to reemphasize that these suggested guidelines do not add up to a blueprint for the development of every college, or indeed of any single college, in the international field. They merely suggest a sequence of necessary and useful steps to move the particular institution—its faculty, administration and students—up to a point where the college can become competitive for people and funds, where it is poised for launching into self-sustaining growth, if you will, on the international front of higher education.

WITHOUT making any specific reference in every sentence to the International Education Act of 1966, I have nevertheless been talking essentially about the substance of that proposed piece of legislation and its meaning for the colleges of America. Under the provisions of the Act, especially of Section 4, in order for colleges to qualify for grants they will have to go through a process of self-evaluation and planning along the lines outlined here. The point I have tried to make, therefore, is that even when colleges start from a modest baseline, there are significant and fruitful things they can do to achieve ultimately a solid international dimension in their curriculum and campus life. In the last analysis, these are not only things which the colleges can do, they are things which the colleges should and must do, not merely to obtain federal funds, not to curry favor with the foundations, not to evolve flashy programs to impress alumni—but simply out of the most fundamental responsibility which rests on them at this stage in the history of America and the world, an obligation they have by virtue of the very fact that they are institutions of higher learning.

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(Continued from page 73)

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KINGSLEY DOUBLE-CROSTIC NO. 1689

Reg. U.S. Patent Office

By Doris Nash Wortman

DEFINITIONS	WORDS
A. Settled tendencies of behavior.	143 117 161 101 180 71
B. Special, weighted, legislation under George I of England benefiting the South Sea Company, 1714 (2 wds.).	77 67 124 8 186 170 120 163 139
C. Well-timed.	184 39 126 63 89 112 165 175 157
D. Followed by of Moses, what it was in the Rubaiyat which put out from the bough (2 wds.).	156 2 43 5 70 169 49 21 131
E. Sign of summer, if en masse.	166 107 173 185 50 64 1 59
F. Afflicting animals.	16 138 84 154 97 38 48 28
G. Went "from field to field" (as did William Blake in one of his Songs).	155 53 187 102 130 146
H. Early (1928) spy story by Maugham, recently revived.	56 14 113 144 174 42 122 86
I. See WORD U.	168 190 79 37 46 167 98
J. Flashily; disreputably.	65 3 96 106 83 92 36 78 115
K. Pertaining to a gland.	150 58 125 134 105 33 95

DEFINITIONS	WORDS
L. Exhaust the fertility (of land).	132 17 178 73 129 40 47 10 55 6
M. Racial, political, or institutional solidarity of a country.	44 140 177 81 128 148 164 11 76 29 171
N. What the individual possessing a benevolent hand should do with it.	60 54 35 104 82 90 7 4 183 108
O. Blossoming.	153 192 135 69 91 12 31 19 57 80 162
P. What holds a ship to its anchor (2 wds.).	99 52 9 109 41 136 27 66 145 158
Q. What streamed o'er the poet during the visit of Poe's Raven.	119 191 116 25 152 23 45 111 68
R. King Henry VI (Part II) describes a man as "naked, though locked up in steel" if his conscience had been corrupted by this trait.	147 133 149 181 75 121 30 110 103
S. What I wish a child would have when I try to catch his attention (3 wds.).	85 13 94 61 176 141 18 32
T. Human quality which often annoys the untidy person.	24 114 88 188 74 142 160 87
U. This person confronts WORD I on All-Hallows' Eve.	93 26 151 172 159 22 51 137 123
V. Traditional jubilant meal enjoyed by all participants after a successful first-night performance (2 wds.).	34 179 182 72 189 100 62 20 127 15 118

DIRECTIONS

To solve this puzzle you must guess twenty-odd WORDS; the definitions of which are given in the column headed DEFINITIONS. Alongside each definition, there is a row of dashes—one for each letter in the required word. When you have guessed a word, write it on the dashes, and also write each letter in the correspondingly numbered square of the puzzle diagram. . . . When the squares are all filled in, you will find that you have completed a quotation from some published work. If read up and down, the letters in the diagram have no meaning. . . . Black squares indicate ends of words; if there is no black square at the right side of the diagram, the word carries over to the next line. . . . When all the WORDS are filled in, their initial letters spell the name of the author and the title of the piece from which the quotation has been taken. Of great help to the solver are this acrostic feature and the relative shapes of words in the diagram as they develop. Authority for spellings and definitions is Webster's New International Dictionary, Second and Third Editions.

			1	E	2	D	3	J	4	N			5	D	6	L	7	N			8	B	9	P	10	L	11	M					
12	O	13	S	14	H	15	V	16	F	17	L		18	S	19	O	20	V	21	D	22	U		23	Q	24	T		25	Q			
26	U	27	P	28	F	29	M	30	R	31	O	32	S		33	K	34	V			35	N	36	J	37	I	38	F		39	C		
40	L	41	P	42	H	43	D	44	M	45	Q		46	I	47	L	48	F	49	D	50	E		51	U	52	P	53	G	54	N		
55	L	56	H	57	O	58	K	59	E			60	N	61	S			62	V	63	C	64	E	65	J			66	P	67	B	68	Q
	69	O	70	D	71	A	72	V	73	L	74	T	75	R	76	M	77	B	78	J	79	I			80	O	81	M	82	N	83	J	
84	F	85	S	86	H	87	T			88	T	89	C	90	N	91	O	92	J	93	U	94	S	95	K			96	J	97	F	98	I
		99	P	100	V	101	A	102	G	103	R	104	N			105	K	106	J			107	E	108	N	109	P	110	R	111	Q		
112	C	113	H	114	T	115	J			116	Q	117	A	118	V			119	Q	120	B	121	R	122	H	123	U			124	B	125	K
		126	C	127	V	128	M	129	L	130	G	131	D			132	L	133	R	134	K	135	O	136	P	137	U	138	F	139	B		
140	M	141	S	142	T			143	A	144	H	145	P	146	G			147	R	148	M			149	R	150	K	151	U	152	Q		
153	O	154	F	155	G			156	D	157	C	158	P	159	U	160	T			161	A	162	O	163	B	164	M	165	C	166	E	167	I
		168	I	169	D	170	B	171	M			172	U	173	E	174	H	175	C	176	S	177	M			178	L	179	V	180	A		
181	R	182	V			183	N	184	C	185	E	186	B	187	G	188	T	189	V	190	I	191	Q	192	O								

Solution of last week's Double-Croctic will be found on page 14 of this issue.

AUGUST 20, 1966

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Saturday Review