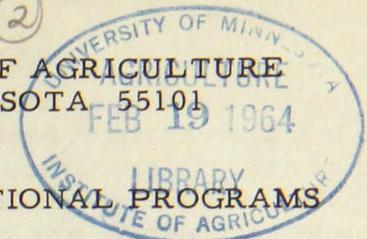


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A NEW DIMENSION FOR THE UNIVERSITY - INTERNATIONAL PROGRAMS

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We are today, as we are frequently reminded, living in one world. Continents and oceans have been reduced to hours by jet planes, to minutes by intercontinental missiles and space vehicles, and to fractions of seconds by radiophone. Events in Saigon are known in Washington almost as soon as they are to the Viet Nameese officials. The condition of the coffee, cacao and sugar crops in Latin America has impacts felt by American processors and consumers. European Common Market activities are of almost as much concern to American farmers as to the citizens of the Common Market countries. Oil, iron ore and other mineral deposits throughout the world affect directly mining and manufacturing in the United States. Americans, who once could not have anticipated leaving their own communities or states, are now found in all parts of the world. International travel, only a generation ago the privilege of the wealthy, is now commonplace - ordinary citizens now speak as casually of visiting Beirut, Istanbul, New Delhi, and Bangkok, as they would once have spoken of New York or Washington.

For almost the first century and a half of our existence as a nation, we found security behind the frontiers of two oceans which were controlled by the navy of the British Empire. We had a continent to subdue, a nation to build, and, with few exceptions, all of the natural resources we needed for these tasks. For these and other reasons, most of our citizens had little concern about the rest of the world. We had a strong vein of isolationism. Our national leaders, beginning with George Washington, warned us about the dangers of entangling foreign alliances. Our history books were concerned largely with the history of the United States. Most of us had only limited knowledge of the European cultural community, nations and institutions from which we have drawn so much. Even more limited was our knowledge of the Roman, Egyptian, and Greek cultures that had shaped the beginnings of our Western civilization and culture. Few of us had ever heard of the ancient culture of the Indus Valley. Southeast Asia was a vast unknown. Africa was the dark continent. "The Road to Mandalay" gave us the name but not the location of a city known to us only by the song. Economics has been taught in terms of the western trading world, its institutions, organizations and business ethics. Too few of us were aware of the existence of different cultures, with different moral and spiritual values; of people whose thought patterns and reactions were radically different from our own.

All of this has been changing in the past quarter century. Our faith in our ocean frontiers should have been shaken by World War I. The myth evaporated with World War II, the decline of the British Empire, and the emergence of the United States as the most powerful country on earth, the bastion of freedom against the forces of totalitarianism. Our foreign policy is, in many ways, the foreign policy of the free world. We have national commitments to the economic and social development and emerging and developing nations throughout the world.

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We have made these national commitments, consciously or sub-consciously, for several reasons. For most of us, the major reasons are our basic concepts of democracy and humanitarianism. But there are other more pragmatic reasons. The mounting tide of rising expectations of billions of under-privileged people are not to be denied. There are forces in the world that would destroy the ways of life which we value, the dignity and freedom of the individual which are among our most basic principles. We can paraphrase Lincoln's famed words, "A world order, half-slave and half-free, cannot long endure." Unless we do assure to the now under-privileged peoples the benefits of 20th century technologies, and while at the same time helping them to attain those benefits, shape their ideas and mores to coincide more nearly with our own, there is little hope that the values which we hold most dear can persist. Let us not delude ourselves. We can never survive by force of numbers and physical power, only by the superiority of intellectuality and morality.

With our new role of world leadership and our commitments to bolster free governments and to assist developing nations, have come needs for a kind of education we did not require previously. We must insure an educated and sophisticated citizenry, prepared through their knowledge of world problems and opportunities to make critical decisions on contemporary affairs. Our foreign policy, essentially the foreign policy of the free world, must be shaped by our competent elected officials, assisted and supported by their educated and enlightened electorate. We need, in larger numbers than ever before, specialists in international politics, law, economics, trade, and other areas to serve in U. S. and international agencies at home and overseas, and in business and industrial firms with extra-national investments or involvements. We need, likewise in greater numbers than ever before, educational, scientific, and other specialists equipped to provide technical assistance abroad. These specialists must have superior capabilities in their own disciplines or professions. In addition they must have sophistication in historical, cultural, sociological, political, economic and other values of the nations in which they will work.

Our new needs are not, however, only for trained people. We critically need new knowledge which can come only from research and scholarly study. We must understand more about the values and mores of other cultures. We must understand, better than we do today, their social structures; their legal systems; their educational institutions and procedures; their monetary and business practices, organizations, and ethics; the kinds of persuasion they use in communications; and the many other things which contribute to their ways of thinking, reaching decisions, reacting to changes and adopting innovations that are involved in social and economic development. We must know their agriculture, its problems, limitations and potentialities. We must cease to make the mistake that is almost always made today - the assumption that we already know all that we need to know about how to improve agricultural productivity in the developing countries. The simple fact is that we do not, and because of this false assumption, we have often failed dismally in our efforts at agricultural technical assistance. For what do you and I know about the agriculture of the tropics?

When we consider these new needs in teaching and research, we can understand why the international aspects are now being called, by University presidents and other educational leaders, the new dimension in U. S. higher education. It is, indeed, a new dimension which must be shaped and developed to prepare us as a nation to react and adapt to the revolutionary forces of this era. It is the function of the University to discover new knowledge, to collate

it with existing knowledge and to impart it to the oncoming generations of students, both those in residence and adults in continuing education programs. The University of Minnesota, if it is to retain leadership in American higher education, and if it is to continue to perform effectively its responsibilities of teaching, research, and service to the state and nation, must develop and shape this new dimension as an integral part of its ongoing functions.

OBJECTIVES

With this introduction as a background, it is possible to state succinctly the aims and objectives of the University's international programs. The central objective of the re-direction and expansion of international programs is to enlarge and strengthen the permanent faculty of the University so that the University can perform more efficiently and effectively its functions of teaching, research, and service. As secondary objectives and as an outgrowth of this central objective, the University seeks, through its expanded and re-directed international programs to accomplish the following:

1. To improve its resident teaching programs so as to broaden the horizons of all students, enriching their education with some of the excitement and satisfaction of knowing more about the world in which they live. In shaping or re-shaping these educational programs, the needs of four generally different groups of students are recognized, viz.:
 - a. Students who do not plan to make careers of service in foreign countries or in government or private agencies or businesses with high level of contact with other countries. Such students need exposure to international affairs as part of their general education in preparation for enlightened citizenship.
 - b. Students who are preparing for career service in international or U.S. government agencies or private industry which deals extensively with international, political, legal, diplomatic, communication, or other relationships.
 - c. Students preparing for careers in the natural sciences, technologies or the professions who hope to practice their professions abroad or in international agencies, and who need, therefore, training in international relations or area studies to equip them better for such work. Such students will, of course, first of all have to attain a high level of competency in their chosen disciplines and professions and will also need special training in the international aspects of their own disciplines.
 - d. Foreign students, who fall into one of the first three groups, but present special problems of orientation, training, and re-orientation which require separate treatment.
2. To extend and expand programs of adult and continuing education to enable citizens of Minnesota to attain and maintain a high level of competency in, and understanding of, world problems, so they can render more critical judgements to their representatives who are shaping U. S. policies, and can be a positive factor in formulating public reaction to and support of those policies.

3. To facilitate and stimulate research and scholarly activity in the international aspects of the various disciplines so that the University can perform its traditional function as the fountain of new knowledge in this increasingly important dimension.

4. To improve the service which the University provides, in the area of international affairs, to business, agriculture, and other components of the economy of the upper Midwest.

5. To enhance the ability of the University to serve the nation in international activities including educational and scientific technical assistance to the newly emerging and developing nations.

KINDS OF INTERNATIONAL PROGRAMS

The term, "International Programs," means many things to many people. When one talks with those who have had experience with technical assistance programs, the term conjures up the vision of University-AID contracts in a variety of countries, similar to our involvement from 1954 to 1962 in Korea. To the specialist in international relations, however, international programs may mean research and teaching in the structure of international organizations, international diplomacy, international law, and related political-historical aspects of affairs among nations. To other specialists it means teaching and research in international business, in economic development, in inter-cultural relationships, etc., depending upon the orientation of the specialist himself. To some people, international programs mean special programs for foreign students or student and faculty exchanges with institutions of other lands. In discussions with each of these people about what we mean by international programs, I always reply, "Yes, but _____." We do think of all of these things, and more, too, as part of the international programs in which the University is already or will become involved.

Among the things which we hope to do are the following:

1. We plan to expand the competency of present faculty members and to add new faculty members with specialization in specific disciplines to provide for more comprehensive research and teaching programs in the field of international relations. The field, stemming originally from political science and history, has broadened to encompass competencies from the other social sciences and some of the humanities, including economics, sociology, anthropology, geography, languages, and others. Although the social sciences will continue to provide the main thrust in teaching and research in international relations, we believe that man's physical environment, how well-fed and clothed he is, the state of his health, are as important to the reaction of peoples and nations in the international arena as are his cultural values, social institutions, traditions and political structures. We hope to take advantage of the close relationships we have at Minnesota to bring the natural scientists, technologists, and professional specialists together with the social scientists into a broader and better concept of international relations than we now have.

This broader and better international relations program will be available for the training of specialists in international relations for major or minor work for the B. A., M. A., and Ph. D., degrees. It will also serve, as we will suggest later, for providing specialized training for faculty members or other groups who intend to work abroad in their own disciplines in the natural sciences or technologies.

2. We currently plan to place primary emphasis on strengthening four area studies programs, namely: a) Latin America, b) European and the Atlantic Community, c) East and South Asia, and d) the Soviet Sphere. In each of these areas, we look forward to the addition of new faculty members in some disciplines and re-direction of the interests of some of the present faculty. In our view, the area studies are multi-disciplinary in character, yet the participants in them are specialists in single disciplines. They are economists, sociologists, political scientists, anthropologists, historians, etc. drawn together in a common program of research and teaching because of interest in applying the precepts and methods of their disciplines to the understanding of a particular area of the world. As in the International Relations program, the primary thrust has been, and no doubt will continue to be provided by the social sciences and humanities. But we also believe that the natural scientists, the technologists, and the professional faculty members can add an enriching dimension to the studies of each area.

The area studies programs may serve the specialist as major or minor sequences for the B. A. , M. A. , or Ph. D. degrees. We believe, however, that most students will prefer to major in a single discipline, focusing within that discipline on a particular area. The area studies may serve such students as a minor sequence or for general enrichment of his program. We believe that area studies may serve also, as suggested later, for short concentrated training of natural scientists, technologists, and others who intend to work abroad.

3. There is a proposal for a minor program in International Agriculture for B. S. degree candidates. It is probable that this or other suitable devices may be used for providing for a sharper international focus for students in education, business administration, and other professional areas, who are preparing for careers abroad.

4. To meet the need for greater international content of the general education of all university students, it is hoped to infuse a broad international dimension in a great many introductory courses. Thus, we may hope, the beginning course in Agronomy will include information on crops and crop problems of other lands, beginning courses in Soils will treat world soils problems, beginning courses in economics will draw illustrations and concepts from other economies, etc. We believe that it is more likely that all students will receive some international sophistication in this manner than by any attempt to provide one or more general education courses in international affairs to be required of all students.

5. To accommodate the specialists in other disciplines, who need some training in international relations and area studies to fit themselves better for service abroad, it has been suggested that intensive short courses or institutes will be developed. Experience to date indicates that it is the specialists in agriculture, public health, engineering, and education who are most in demand in overseas programs, particularly those involving technical assistance. The rigorousness of the disciplinary or professional training limits the student's ability to incorporate area studies or other pertinent courses into his regular course program. Furthermore, the opportunity to serve abroad often comes after the individual has completed his formal training. The short, intensive courses may be better adapted than regular courses to the needs of such people, including university faculty. These might, in some cases at least, be held in the summer or during periods between terms to keep interference with the regular teaching program to a minimum.

6. Interdisciplinary faculty seminars will be organized. Each seminar, participated in by specially selected faculty members from all pertinent disciplines will focus on a topic of contemporary interest such as: a) the impact of advances in technology on relations between nations, b) human resources in relation to economic development, c) problems and potentials for colonization of the hot, humid tropics in Latin America. It is anticipated that such multi-disciplinary seminars may lead to the development of research projects, undergraduate honors seminars, and, possibly, a new course or courses for the area studies program.

7. Research and other scholarly activities by faculty members will be encouraged by providing released time for the faculty member and research or other support, including necessary travel. We are seeking and will continue to seek funds from foundations, government agencies, and other sources for support of the research and scholarly activities. We visualize two kinds of support, viz., a) a small grants program in response to individual faculty requests and b) more massive support for individual research projects of considerable magnitude, including the release of part of the faculty member's time for the research.

The small grants program is looked upon as a "seed" program or a stimulant of interest in international study and research on international programs. Grants might range from a few hundred to a few thousand dollars. They would be largely for assistants, clerical help, supplies, and travel for the faculty member. Thus, the faculty member with a quarter or sabbatical leave might be given a grant to cover expenses for research, during his leave, on crop adaptation in the American tropics, parasites of cattle in Africa, the social structure of Indian villages in the Altiplano or sources of germ plasm of potatoes in the Andean highlands. It is also proposed that such grants be provided for travel-study trips abroad. It is hoped that many research projects started with these modest grants would be developed into the kind requiring larger support, including some released time for the faculty member.

For the larger research projects, we already have in hand several proposals for which we hope that adequate support can be obtained. A sample of these is the following:

- a. The Politics of Economic Growth
- b. Study of Persuasion in Varied Cultures
- c. Communication between religions and religious groups
- d. Comparative cross-cultural studies in education
- e. International food consumption and marketing
- f. Comparative analysis of the impact of changes and development on cooperation within and among social systems
- g. Relation of education to economic growth

It is by these programs of research, scholarly activity and faculty study abroad that the greatest impact will be made on improvement of faculty competence in the international sphere, the central objective of our total international programs.

8. Faculty and student exchanges between Minnesota and universities abroad will be arranged and fostered. We are currently considering an arrangement whereby we would exchange faculty members for specified periods with a University in Chile. Arrangements of this kind provide our faculty

members the opportunity for experiences abroad of sufficient duration to have considerable impact on their development and attitudes. They would be able to do research to study, to consult with their foreign colleagues, and in other ways, to expand their knowledge of the country, its people, etc. At the same time, Minnesota faculty and students would have the stimulating experience of a visiting scholar from another land.

9. The University is now engaged in a technical assistance program under AID contract to assist with development of the Faculty of Economics, University of the Andes, Bogota, Colombia. We are currently considering an arrangement in Chile which would involve several units of the University, including agriculture. We have other prospects in view, both elsewhere in Latin America and in other parts of the world. We hope to develop long-term arrangements which, over the years, will enable a substantial portion of our faculty to have the experiences of living and working abroad.

10. Conferences, workshops, public lectures, and other devices concerned with adult and continuing education will be increased in number to expand our already substantial program of service to the community. The Agricultural Extension Service and the World Affairs Center have already been doing a good job in this field, but many more resources are needed before an adequate job is possible.

11. In addition to these kinds of programs there are others of which time will permit only a quick reference. These include: a) training programs for Peace Corps Volunteers, b) Foreign visitors on campus who can be used for special lectures or seminars, c) teachers of English from Santiago, Chile, who want a three-week short course in American culture.

ORGANIZATION AND FUNCTION

A frequently repeated question is why the University, pressed as it is to maintain its normal functions in the face of exploding enrollments, should take on the additional obligations of international programs. As a state supported institution, we have primary responsibility to Minnesota. We have no authority to spend State of Minnesota money in technical assistance programs in Chile. Thus, it is argued, we should give priority to domestic teaching and research programs and, since we have difficulty supporting them adequately, we should not divert some of our funds for this new dimension in higher education.

The answers to these questions and arguments take several forms. Simplest and most forthright is the answer that we must do it, that the University has an obligation to the state and nation to expand and re-direct its programs to encompass this new dimension in higher education. But this is an answer based on subjective judgement and is not very convincing to those who are not prepared to accept the statement that international programs is an obligation of a state university. Therefore, I should like to approach the answer to these questions from the viewpoint that international programs, as we are planning them, will not detract from our present university functions; on the contrary, that international programs will enhance our other programs.

First, we should examine what we mean by a new dimension. The functions of a public university are frequently stated as teaching, research, and service. In response to this, our Institute of Agriculture has, for example, a tripartite organization - the College of Agriculture, Forestry, and Home Economics, the Agricultural Experiment Station, and the Cooperative Agricultural Extension Service. Some people have viewed the international programs as juxtaposed to these three functions and structures. According to these views another function and structure is added which is competitive with the three existing ones for support.

Our concept of international programs is not, however, one of juxtaposition with teaching, research, and service. Instead it is viewed as a new dimension of each of them. It involves an appropriate shifting of emphasis and attention from a preponderately domestic orientation to a combination of domestic plus international. Thus, in our plan, international programs development is not designed to be competitive with teaching, research, and service, but to constitute an integral part of each of those functions. In many disciplines, the international dimension is an obvious component of the total. For example, in studying differences and relationships among cultures, the anthropologist must study the people of other countries, as well as our own. The research by the Department of Agricultural Economics on the European Common Market, although international in scope, has an obvious direct pertinency to Minnesota. In Plant breeding, a subject on which I still feel competent to speak, international cooperation has been a long-established procedure. With germ plasm that came from various sources, including particularly Kenya, Minnesota, and USDA, wheat breeders developed the most stem rust resistant varieties ever known. One of them is now used for commercial production in Kenya. Dr. Jean Lambert will spend the ensuing year in Chile with one of his objectives, the development of soybean breeding and of procedures for growing a winter crop there as part of our Minnesota breeding program, an obvious advantage to our own research program. Time does not permit further examples. Suffice it to say that in many disciplines, introduction of an international dimension is essential to the optimum development of the research program for Minnesota's own benefit.

Research in the international dimension is also important for growth of faculty competence and, hence, enrichment of the instructional program. In almost every discipline, infusion of a substantial content of international subject matter into the courses will broaden the horizons of the students, enable them to understand better their own values and institutions through comparisons with those of others, and, in many cases, expand their competencies and opportunities for gainful employment at home as well as abroad. We are confident that our graduates will be better prepared for living and for working as a result of this infusion. This will not, however, mean more courses, except as they are needed because of expanded subject matter of the discipline or because of more students. Each student will still take the same number of credits. But part of the orientation in many of the courses will be shifted from the purely domestic to the international setting.

The fact still remains, however, that additional resources are required, particularly for support of the research and adult education programs in the international dimension. The shift in emphasis in the instructional program can be speeded if we have additional resources to employ new faculty members with well-developed international interests and to support travel and study of present faculty members who wish to increase their international

competencies. From where do we expect to obtain these additional resources? I want to reassure you that they will not come from present programs, except to the extent that faculty members, stimulated by the exciting atmosphere of growing international programs, shift their own interests to the international aspects of their disciplines. Instead, we intend to obtain the primary support, initially, for expanding and redirecting our international programs from foundations and government agencies. We have already submitted proposals for grants-in-aid for support of resident teaching, research, and adult education. We have two contracts with Agency for International Development which provide some of our faculty with opportunity to work abroad. Under these contracts, the University is reimbursed by AID for expenses incurred. We are looking at other possibilities which may develop into AID contracts, and into which we hope to incorporate even more favorable terms for strengthening our international programs. I have already mentioned discussions with Ford Foundation which may develop into an involvement in Chile across a rather broad front, including agricultural extension. The program, if developed, will be supported by Ford Foundation. We have been involved in Peace Corps training projects in which part of the technical training program was supplied by our faculty in Agriculture. These programs although essentially of a service nature, have helped to bring more closely together our interests in South Asia, have enabled the University to develop some competence in some of the languages of India and Pakistan, which we have never had before, and have provided a little extra "pin" money to the faculty members who participated. These are, we believe, only the beginning in getting support for a substantial segment of our international programs from foundations and government agencies. The total funds available to the University will, we are confident, be increased commensurate with, or perhaps in greater magnitude, than the proposed expansion in the international dimension.

The details of our organization for international programs are still not clear although some developments have taken place and some principle guidelines have been established. The Office of International Programs was set up on August 1 with funds allocated for the salary of the Dean, a Senior Secretary, and a Research Fellow. Also authorized at that time were funds for a half-time coordinator of international programs in the Institute of Agriculture, College of Education and College of Liberal Arts. These half-time coordinators will have administrative responsibility to the Deans of their respective units and program responsibility both to their administrative Dean and to the Dean of International Programs. Their half-time salaries are budgeted through the Office of International Programs. One, the coordinator in the College of Education, has been appointed; Gordon Swanson of the Department of Agricultural Education. A committee of the College of Liberal Arts has been screening a long list of candidates and, after, consultations with the Dean, CLA, and the Dean, OIP, the interests of selected candidates are now being assessed. We will hope to have such a coordinator within a few months.

The functions of the Office of International Programs is to expedite, stimulate, and coordinate all kinds of international programs across the whole university. It will seek funds from a variety of sources and will allocate those funds to appropriate departments, schools, colleges, or other university units for support of their programs. Although the Office of International Programs will not stand between members of the faculty or individual university units and granting agencies with respect to direct applications for support, it is charged with responsibility for insuring on behalf of the University Administration that all such proposed programs are consistent with and form an appropriate part of the total of the university's international programs.

One of the most basic guidelines established to date is that there will not be a separate international faculty except to the extent that, within departments, faculty members may be given exclusively international assignments. The OIP will work with and through the faculties of the already existing administrative departments, schools, and colleges. New positions provided by University funds - regular or from grants or contracts - may be budgeted in the OIP, but selection of the new faculty members will be the primary responsibility of the department involved, subject only to approval by the administrative dean and the Dean of OIP. As with all new developments of this kind, only experience can show us the most effective procedures to follow. But dual allegiance to two or more administrators is not a new experience to University faculty members. Since we all have the same objective, a better University of Minnesota, I am confident that there will be no insurmountable problems.

In closing, I want to emphasize that the University must and is going to expand and develop the international dimension as a necessary and exciting segment of its total programs of teaching, research and service. We will be a better University as a result of it. We, as individual faculty members, will benefit, sometimes because it adds a new and stimulating phase to our own jobs, always because we are part of a University which has been made better.