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Proposals for

INTERNATIONAL
COMMUNICATIONS

Seminar in International Communications

Michigan State University

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F O R E W O R D

This document is the final report of the International Communications Study Seminar, a faculty group appointed to make recommendations concerning the University's future role in International Communications. Its contents do not represent policies of the University or any of its subdivisions.

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PROPOSALS
FOR
INTERNATIONAL COMMUNICATIONS

Submitted to Dr. Glen Taggart, Dean of International Programs
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MICHIGAN STATE UNIVERSITY

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SUMMARY OF RECOMMENDATIONS

Nations differ in their modes of communication. In today's world these differences are often sources of tension. The internationally oriented university needs to learn more about such differences, to teach its students about them, and to use its knowledge of them to better its own international communication.

This report is concerned with recommendations regarding Michigan State University's role in research, teaching, and extension in international communication. Geographically, the recommendations are mostly concerned with the "areas of potential" rather than the economically developed areas. Temporally, the recommendations are concerned with the next decade, and they are divided into three groups: Class I, for action within a year; Class II, for action within two years; and Class III, for later action.

Each recommendation, together with its time priority and its approximate minimum cost per year and for the next decade is presented in Table I, following.

TABLE I

PRIORITY AND COST OF RECOMMENDATIONS

Recommendation	Priority	Approximate Minimum Cost
Research		
1. Types of persons who communicate across national lines.	III	$25,000 per project totally perhaps $400,000
2. The foreign student as an international communicator.	III	$40,000
3. Career pattern of the foreign student advisor.	I	$2,000
4. Machine analysis of language.	III	$30,000
5. Effective and ineffective communication in national development programs.	III	$10,000 per year
6. Reactions of local people to assistance programs.	III	$7,000 per project
7. Gatekeepers' influence on the flow of international news.	III	$10,000

TABLE I (cont.)

8. Great Power propaganda to economically-deprived areas.	III	$500 per year, totally $5,000
9. International agreements in policies for developing the economically-deprived areas.	III	$2,000 per year, totally $20,000
10. Film effects on national images.	III	$125,000
11. Differneces in human values affecting communication.	III	$15,000 per year, totally $20,000
12. Establishment of an international research agency at M. S. U.	II	(finances not separate from project proposals)

Teaching

1. Stipends for graduate students in international communications.	II	$25,000 per year, totally $250,000
2. Strengthening of library resources.	II	(no cost specified)
3. A fifth year of study abroad.	III	(no cost specified)
4. Establishment of a committee to review foreign language training requirements.	I	nominal
5. Establishment of a foreign student advisory board.	I	nominal

Extension

1. University sponsorship of an annual conference on world development.	I	$22,500 per year, totally $225,000
2. Establishment of a program to increase faculty competition in the languages of economically-deprived areas.	I	$16,000 per year, totally $160,000
3. The addition of communications experts and materials to overseas staffs of the University.	I	$20,000 per year, totally $200,000

TABLE I (cont.)

4. A Communications training program for technical experts going abroad.	III	$25,000 for development (total cost not estimated)
5. Communications training for foreign student advisors.	II	$20,000 for development (total cost not estimated)
6. Establishment of procedures for sharing information of faculty returning from overseas.	I	nominal

INTRODUCTION

There is a sense of urgency about any consideration of international communications today. The urgency is as near as today's headline or radio bulletin; it is as persistent as hunger when lunch is long delayed. There is an unmistakable feeling of need for more knowledge now; need for more application of what is knownpost haste; need for hard facts and generalizations which can be extracted from the scholar and researcher with all deliberate speed.

Undoubtedly a part of this sense of urgency stems from the relatively new role of our nation. Willy nilly, we are involved in international affairs of life and death import. Besides participation by economic and political and military action in direct and forceful manner, we cannot help but participate by means of communication. We need to tell our goals, to win our friends, to talk about a better world as well as to make one. Rather surprisingly to many of us, we have discovered that the making often cannot take place until the talking has been done.

This national role is transmitted to organizations and individuals. We find ourselves as institutions taking part in this talking and making. We find teams of educators with groups of students in Okinawa, or Viet-Nam, or Egypt, or Greece, or in every corner of the world. We find ourselves also as individuals, now face-to-face with the representative of another culture, listening and being listened to; making the talk that makes the good works we have imagined. So as Americans, as members of organizations, as individuals we sense some of this urgency which our national role creates.

The urgency is not entirely produced in this rather self-centered manner. It is also a product of events wholly outside our national boundaries, and in a sense, outside our immediate national interest or concern. One might say, it is interesting, but of little import that there are now daily newspapers in Borneo. Or that radio Cairo has 100,000 watts of power. Or that television reachs a large portion of the Russians of Moscow. But these events are part of a world-wide "communications revolution" which is also a factor in the sense of urgency underlying our subject matter.

For today, it is not idle figure of speech to speak as Isaacs does of the "swollen channels of communication that now fill every man's world with sight and sound."[1] Or as Lerner does of the inevitable advance from oral communications system to mass media systems within once-backward cultural groups.[2] The kind of nearly instantaneous transmission of information which

[1] Harold R. Isaacs, Scratches on Our Minds, John Day Company, New York, 1958.

[2] Daniel Lerner, "Communication Systems and Social Systems: A Statistical Exploration in History and Policy," Behavioral Science, vol. 2, no. 4, Oct. 1957, pp. 266-275.

we as a national group have enjoyed for several decades is becoming available to the Arabs of the Levant, the coolies of Sinkiang, the herdsmen of Togoland, and hillmen of Nepal. To be sure, this communications revolution is far from complete. There remain villagers 50 miles from great cities in India who do not know who Nehru is (and even Americans who do not know that Explorer I was sent aloft). The point is rather that the billions of persons of the world--not just the few millions of learned, in a few advanced nations--are being linked up to communications systems which can command their attention and "inform" them in at least a superficial sense.

At this point, some may dispute about urgency. Some may well say that such events are no cause for urgency; that the availability of means of informing vast populations are of little significance. They might add that, though many may listen or look, few will remember, and none will act. The Seminar in international communications believed differently. We assume that some will act and many will remember and that events to come will be shaped in part by the growing volume of international communication. Fundamentally, we feel that we are making somewhat the same assumption that underlies higher education: that the many messages of wisdom (and of foolishness) which are offered do have an effect; that they at least make "scratches on our minds" which will relate, often mysteriously yet surely, to acts and decisions both near and remote in time and place.

For us at least, then, the evidences of a "communications revolution" contribute to the sense of urgency. Peoples never spoken to before can now be addressed. Messages dampened by difficulty and inertia in face-to-face oral communications can pass through an entire culture. Other factors may still dampen them, shut them out, prevent their potential effects. But still others--until now latent--may amplify them, multiply their effects.

Rather obviously, these new communications systems can and are carrying messages about our own culture. Some are laudatory, some are blistering, some "just give the facts." But even if we were the weakest nation of the world, the most isolationist, and the most backward, the messages would tell about us from time to time. And since we are none of these, the messages often tell about us. And there will be more. A cacophony of messages. Some we contribute, although we are notably hesitant and doubtful about the usefulness of adding to the din.

Another aspect of the communications revolution (now using communications in the transportation sense) is that the means of mobility for human beings are being tremendously expanded. Nations once isolated are being linked up not only by international mass communications systems, but through thousands of persons who physically visit back and forth, learning, talking, and transmitting consciously and unconsciously, their own cultures and knowledges to others. As such world travel grows--by government officials, military personnel, business and industry, leaders of international organizations in the professions, sciences, and religion, and just plain tourists --new opportunities for international communication arise. For these "cross-cultural sojourners" operate directly and indirectly as channels, from their cultures as communicators, and to host cultures as receivers.

There is also a sense of paradox about international communications.
It is the paracox of the thing at once known and unknown, familiar and inex-
plicable, common and mysterious. Society is communication. Every man is a
communicator. People have communicated with peoples across the millenia;
across gulfs of religion, superstition, hate, and war. As we learn to com-
municate, we become adult and socialized. This process--so well known--so
ever present--so common--how can it be an area of serious concern?

At the same time--and the international setting of our inquiry emphasises
this--communication is not well understood at all. We have daily mysteries in
our communications with ourselves. We somttimes wonder how our efforts to
communicate within our families can be so unsuccessful. Within our own
culture, we have at times found that a full marshalling of the means of com-
munication, a clear statement of intent for our message, and a concerted
execution of a communication program in a professionally excellent fashion
can be mysteriously ineffective. The famed United Nations campaign in Cin-
cinnati immediately comes to mind, where every usual resource was mobilized.
and almost every result was nil. If we need more examples, they are legion.
Agricultural scientists solve the problems, but farmers continue for months
and sometimes years to plow and sow in old ways, even though extension people
caryying bulletins, holding meetings, and grinding out press releases and .
radio talks "communicate" interminably. Our technical experts, knowledgeable
and dedicated, buttressed by fine equipment and funds, all too often come
back defeated and discouraged from their efforts to inform people. As a
nation we have done unparallelled good deeds for the world, but Communists
can tag us as Uncle Shylock, students can stone our high emmissaries, mobs
can burn our information libraries with mocking regularity.

How so? Do we not know how to communicate?

Perhaps we have overstated to make a point. But we assert it again.
There is this sense of paradox in international communication. This is the
challenge to the scholar and researcher. What is the order which underlies
the events of international communication? Perhaps here we must confess an-
other assumption. We are confident that these are not random events, that
there is order in them, to be discovered, to be inter-related with other law-
ful processes of man and the world, to be applied and used.

This brings us to a final point which characterized the spirit of our
inquiry. There is a sense of hope and promise about the study of inter-
national communications. Part of it is the general assumption of order
which was just referred to. But this assumption is supported today by dec-
ades of relevant work which has been done in many different fields. To
mention some of them--sociology, psychology, po itical science, anthropology
and linguistics--all have been probing aspects of international communica-
tions. Sometimes the work has been peripheral. But often it has been
directly focused upon our problem. So there is an increasing store of
middle range theory, o f empirical evidence, of laboratory test, and of field
survey which has been and can be assembled and applied to proble s of inter-
national communication. We have not an uncharted land, but one with many
different possible paths lined out--some indistinctly and some clearly. This
helps create our feeling of promise.

We hasten to add that this is more a sense of hope than promise. The communication process is complex, the variables many, the interactions of orders possibly beyond our ability to conceptualize or identify. But the very commonplaceness of communication (it is sometimes defined as the making of something common between two or more individuals) encourages us. And again, we make the rather obvious observation that many communication events produce effects which bear some resemblance to the effects intended by the initiator of the message. We feel confident that painstaking analysis of events of success and of failure will reveal differences other than in the outcome. And as these are discovered, they can be applied to the day-by-day, urgent problems of international communication.

It could be argued from the points presented that we study international communications in order to become--or to permit others to become--manipulators in the worst connotation of that term. Here, we shall endeavor to be straightforward, even though the problem becomes metaphysical.

It must be conceded that to the degree the international communication process is predictable and the variables manageable, knowledge can be used to control the outcomes of given situations. And we concede that the situations of concern to us are social, human, personal. Thus there may be some basis for the spectre of control or manipulation of people.

Knowledge about international communication creates problems of responsibility and ethics in the use of this knowledge. In this, we would argue, the international communications researcher is no worse or no better off than the physicist. We'll nod to the comment that social science research has produced no social atomic bomb. Even so, the acutal problem is poten-tially at hand for any seeker after knowledge.

Having asserted that problems of responsibility and ethics exist, we do not seek to escape once more by saying that they are to be decided by experts in responsibility and ethics. Rather, they must be decided by man at large in some kind of process of debate, consideration, and decision. In this process, the international communications researcher should take an active part, but not an authoritative expert part.

In this preamble to the report of the International Communications Seminar, we have attempted to set forth the spirit and the rationale of our deliberations, consultations, and writing. It was with this sense of urgency, of timeliness, of relevancy to ourselves, our university, the nation, and the world that we discussed international communication. It was with the challenge of the paradox of communication that piques our curiosity and stimulates our learning. And it was with a sense of hope and limited promise, that we developed recommendations for Michigan State University.

METHOD OF OPERATION

The International Communications Seminar was created late in the Winter term, 1958, and met for preliminary discussion during March. A regular pattern of meetings was then set up for Spring term, with Monday, Wednesday, and Friday afternoons set aside by all participants as regualr meeting times. Sub-committee work was done partly in addition to the regular meeting periods, and sometimes during them.

The activity of the Seminar fell into five main parts, which to a degree overlapped:

1. Preliminary organizational phase: In this period the general plan of attack was developed, theroretical bases were explored, and various members of the Seminar reported upon their own work or upon aspects of the problem. Several sets of drafts for the "focus of the Seminar" were prepared and discussed.

2. Consultation phase: In this period a variety of consultants were brought before the Seminar to advise on their fields of specialty, to propose recommendations, and to examine preliminary recommendations which were in the process of development. This period was interspersed with sessions devoted to discussion of the views of consultants after they had departed. Both on-campus and off-campus experts were consulted. A list is appended.[1]

3. Sub-committee phase: In this period several alternate plans of splitting up the task were considered, and eventually a series of sub-committees were created. The basic committees were (a) language and linguistics, (b) technical assistance and development, (c) cross-cultural sojourners, (d) news and propaganda. Ad hoc committees, often of only one person, were set up as the need arose to prepare statements and investigate special problems.

4. Synthesis phase: This took place toward the end of Spring term. The full Seminar group was reconstituted and sub-committee reports were discussed, amendments proposed, and new versions received. The general rationale and approach to the report was developed, along with some suggestions as to methods of organizing individual recommendations, applying priorities, and creating suggestions for implementation.

5. Report writing phase: This occured during the summer and early fall. The chairman and excutive secretary were primarily responsible for this activity, although five of the participants were on campus and

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[1]See Appendix A, p. 35

gave advice and counsel on phases of the report as they were being written.

In addition to meeting with consultants who came to the campus, four members of the Seminar met with a half dozen international communication and public opinion experts at the AAPOR convention in Chicago on May 9 - 11, 1958. Two luncheons were held with two different groups, as well as a variety of fairly extensive informal conversations during the evenings. A trip to visit the Center for International Studies at Massachusetts Institute of Technology was also planned. However, because key persons of the Center were abroad or otherwise not on the M.I.T. campus, this visit was not undertaken. The publications of the M.I.T. Center were utilized heavily, however.

The deliberations of the group were stimulated by the participation of Dr. Glen Taggart, Dean of International Programs, and Dr. Lawrence Witt, Director of the Seminar Programs, in their sessions. Dr. Taggart provided helpful orientation by a presentation during the organization phase. Dr. Witt's participation was frequent and helpful.

It should also be noted that the Seminar discussions were stimulated and given a measure of practical test through the Communications Training Program for International Cooperation Administration participants, held on the M.S.U. campus June 22 - 27. Four of the Seminar members were directly involved in the development, execution, and evaluation of this program. It was designed to give ICA participants about to return to their home countries some instruction in communication theory and how to apply it to their own problems in communicating what they had learned. The project was developed for ICA by the National Project in Agricultural Communication, with the active participation of the College of Communication Arts and other units on the campus. Subsequently, a contract for 14 training programs of this type was awarded to the University. Several other Seminar members were indirectly involved as consultants or planners in the development of this program.

In any event, the discussions of the Seminar were most helpful in anticipating the potential problems of the ICA program, of sharpening theoretical presentations, and working toward practical application of communication theory. Further the concurrent activity made possible some exchange of consultants between the two.

During the entire period of the Seminar Miss Barbara Bray served as a graduate assistant. She developed bibliography for the Seminar over a wide number of sub-areas of the central concern, prepared a number of reports, and generally facilitated the work of the Seminar members. The bibliography is being reproduced separately for distribution among interested faculty.

GENARAL QUALIFICATIONS ON PROPOSALS

International communication is more than a new name for an old phenomenon. It is the name of a scientific discipline which has developed largely since World War II. Like most other scientific deisciplines, its subject matter is infinitely older than it is. Like some other scientific disciplines, its subject matter is of strategic importance in the world of today. The university's main role in international communication does not lie in its practice. The practice of international communication is best left to the propaganda experts, the news correspondents, the diplomats, and the others who transmit information to and from other nations. Instead, the university's main role is to understand the field: to develop explanations for the hows and whys of international communication and to teach both the student of human affairs and the international communicator something of these hows and whys and of their relation to the nations among which communication occurs.

RESEARCH EMPHASIS

The most important of the roles the university can play are scientific ones, and the other roles follow from this. This is especially important in the present state of the field. The fact that the field of international communication is a recent emergent means that its content is not yet well known to science. This means that at present the most effective use of the university's talents in this area is to acquire knowledge about it. This is not to say that the university should ignore the teaching or service aspects of international communication; but until our scientific knowledge of the field is greater, this is where our greatest efforts should be concentrated.

For this reason, the recommendations reported below are weighted toward research. If carried out, these proposals will fulfill the university's greatest potential in that they will substantially increase understanding of the field of international communications. There are also recommendations not concerned with research. Largely, these are aimed at facilitating international communication among MSU's faculty and students.

GEOGRAPHICAL EMPHASIS

The recommendations of the International Communications Seminar were developed without an overwhelming attention to the locus of potential research projects, communications research stations, overseas training programs, or to an "area" approach to curriculum. It was our feeling that we should develop recommendations which were general and which in turn could be made specific in locus at a later time.

Despite this view, the awareness of Michigan State University involvement in particular parts of the world was ever present. Further, the awareness of the problems in the developed areas of the world--the areas of potential for the future--was ever present.

Our final recommendation as to locus is that consideration always be given to the possible integration of existing M.S.U. overseas projects with future research. In turn, this leads to an expected concentration upon the "areas of potential" rather than Western Europe, for example. Among the areas of potential, Asia and Latin America appear to be most likely possibilities; but there was active interest in Africa, especially south of the Sahara, and the Arab world. Each of these interests was supported by several of our consultants.

PRIORITIES IN TIME

Some of the recommendations of the Seminar can be acted upon immediately; that is, they could be put into practice during Fall term, 1958. Others will probably have to wait until the university has increased its competence in the area, until additional staff or faculty has been assembled, or until research funds are made available. For these reasons, the proposals herein have been classified into three major classes: I. Recommendations for Immediate Action; II. Recommendations for Early Action to Increase Competence; III. Recommendations for Future Action. In general, we can say that proposals in Class I will require the least funds and the smallest additions to staff. In Class II there may be the need of specialists somewhat more difficult to obtain, of larger numbers of persons, or of training and preparatory work by individuals already on the faculty. All of these would also tend to increase the costs. Such projects could probably be initiated at least by fall of 1960. In Class III we will find proposals which may require extensive overseas travel, operation over a period of several years, and additional personnel, all of them contributing to costs.

Thus, our time classification indicates how much time might have to pass before work could be started and before concrete results might be available. In this sense, for example, extension practices usually would have immediate, public results; policies affecting teaching would be relatively immediate, but far less public; and research would be generally long-range, with little immediate public impact.

We will apply these time "priorities" to each of the proposals presented below.

RELATIONS WITH OTHER SEMINARS

From the beginning of our deliberations, Seminar members considered the possibility that some recommendations might overlap those of the other three groups. It was expected that the overlap might be greatest with the seminars on International Education and International Politics. However, it was felt that in the main, recommendations should be proposed freely, despite potential overlap.

A modicum of liaison was provided through the meetings of the seminar chairmen, plus the reports of activities of other groups which were circulated. In addition, there were some informal exchanges of views and reports of progress, especially between Communications and Education seminars which met concurrently.

As to possible duplication, seminar members felt that these should be resolved by the steering committee or by Dr. Witt. It was pointed out that if similar proposals were advanced by several different groups independently, there would be a measure of support through consensus. The Seminar felt no special possessiveness about its recommendations and fully expected that several might be presented more ably by other groups.

As to differences of opinion between seminars, no position was taken. It appears, for example, that there may be differences between the recommendations of our group and that of the International Politics seminar concerning language training. We would feel that the differences should be assessed--and if possible resolved--by the central staff. If this is impossible,. such matters could be turned over to the steering committee for discussion.

In summary, then, we make these general statements cutting across our proposals:

1. They are weighted in favor of research projects because of the state of the discipline.

2. They are not specified as to geographical locue (in the main), although we expect that most will be located in or concerned with "areas of potential" with which M.S.U. already has some degree of relationship.

3. They range in a time sense from modest proposals which could be initiated immediately without additional out-of-pocket costs or acquisition of new personnel to projects which will require a fairly extensive period of planning, personnel.acquisition, and several years of data collection and analysis.

4. They are, in the main, independent of the proposals of other seminars in their conception and specification, even though they may duplicate or perhaps conflict with the recommendations of the other groups.

PROPOSALS IN INTERNATIONAL COMMUNICATIONS

PROPOSALS CONCERNING RESEARCH

The largest single body of proposals are devoted to specific or general types of research projects that need to be conducted in order to strengthen our knowledge of international communications, or in order to strengthen our effectiveness as international communicators. The impact of most of the proposals will be long range. However, there can be little doubt that the strength of teaching as well as the effectiveness of our extension operations will be increased by the knowledge the staff has gained through their concrete research activities. Doubtless, the long range payoff will be the greatest, but there will be a short range payoff as well.

It should be emphasized that these proposals are illustrative; they should be carried out, but others not yet conceived will be developed in the future.

Cross-Cultural Sojourners

The General Case.[1] One of the major areas of international communication is that of personal contact between members of the different societies. This area of international communication, however, is one of the least known. There is a great deal of work to be done, especially in these times of rapid personal movement across national boundaries and across oceans, in order to increase our knowledge of exactly how it is that peoples go about communicating with each other on a personal basis and in order to increase our knowledge of what they communicate. Perhaps the best studied of these is the special area concerned with foreign students.[2] Yet even here, most of the contemporary research is devoted not to communication problems as such, but rather to the adjustment of the foreign student, with the tacit assumption that those who are well adjusted are more effective communicators than those who are less well adjusted. What we are proposing here is that these studies be greatly increased, not only held to the foreign student but also to other varieties of scholars (such as Fulbright lecturers), missionaries, government employees, workers in major corporations, tourists, military personnel, and others.

What we need to learn specifically will be the kinds of national images which are transmitted, the effectiveness with which the specific technical information that the person is there to learn or teach is communicated, the kinds of motives to behavior which are communicated, and finally the result of these in behavior. These should not only be with respect to the person

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[1]These proposals are presented in detail in Appendix B, pp. 52-69
[2]See the bibliography in Appendix B, p. 69

in the society within which he is temporarily residing, but also with respect to the society from which he originates.

Financing for this type of project is difficult to estimate. We know that it will cost a great deal of money. If done correctly, this research would involve interviewing a sample of the persons contacted by the communicator in both his host and his home societies. Of Class III priority, this is an expensive type of research. In the proposals in Appendix B, we have suggested that the annual costs for any one project in the area might range in the neighborhood of $25,000. If we estimate that there would be, over the long run, perhaps eight such projects, each conducted over a two-year basis, we might say that roughly $400,000 would be involved. Nevertheless, whatever its expense, the importance of the area should not be under-estimated. As Ralph White, of the U.S.I.A., and Brewster Smith, who directed the Social Science Research Council studies of the foreign student, have remarked, we would doubtless be a great deal wiser in our dealings with persons from other societies if we had empirical verified data on the individual cross-cultural communicator.

The Case of the Foreign Student.[1] Although most of the research to date on the cross-cultural sojourner has been conducted on the foreign student, there is still some important work to be done here, too. Our present information about the foreign student is concerned largely with his adjustment while on university campuses and, to a lesser degree, with his adjustment when he returns home. Unfortunately, we appear to have no studies based upon the complete cycle of the foreign student's sojourn from the start until he returns. For the internationally oriented university, this kind of information would have considerable importance, for it would help us to learn what some of the long range effects of the foreign student's sojourn are. Such a study would greatly increase our ability to plan rationally the foreign student's stay on the American campuses so as to maximize his learning and his general satisfaction with his stay.

The study would take a considerable length of time to complete because there would have to be allowance made for the time in which the individual may want to ramain in school. This could be from as little as one year in some instances to as much as ten years in other instances. As effective study would have to allow for at least the four-year person. Another proposal of Class III priority, a fairly large budget would be required to conduct the study because it involves two trips abroad for each researcher-- one to study the persons before they leave to come to the United States, and another to study them after they have returned to their home country. And. it involves salaries for the researchers during the time in which they are working on the project. We may guess that the actual time they will work on the project would be about one year--three months abroad gathering the initial data, three months gathering data while in the United States, another three months on the return study at the point of origin, and the final three months compiling and analyzing the data. Including travel and salaries, a minimum budget for such a study would be in the neighborhood

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[1]See Appendix B, pp. 61-63

of $25,000; the maximum might be closer to $40,000 to $50,000.

   The Foreign Student Advisor.[1] In recent years, a new role has deve-
loped on the internationally oriented American student campus--that of the
foreign student advisor. There are also other roles related to such a
person which have developed. From a communications point of view, these
key personnel in foreign student activities are in a position to control
many of the kinds of things the foreign student learns and doesn't learn,
as well as the kinds of things he tells other people about his own society
and the kinds of people to whom he tells them. As yet, there appear to
be no studies which describe what the foreign student advisor actually
does. This, of course, is a role which has grown "like Topsy" following
the end of the war. From our discussions with consultants and other in-
formants, it is our impression that the foreign student advisor usually
considers himself a part of administration in a university (at least in
the large universities,) and is concerned with such problems as immigra-
tion difficulties, grades, money for students, and other day-to-day
difficulties, many of which are met by all students. Our belief is,
however, that most of these know very little about the problems of dif-
ferent nationals from the point of view of the student himself. Therefore
they are often apparently unable to aid in the solution of these types of
problems. That is, they seem to assume that persons from other societies
can be treated exactly like Americans.

   The foreign student could be an excellent source of communication
across cultures in the sense that he could bring accurate information to
people who could use it. But there is reason to believe that much of his
communication potential is wasted. In truth, however, we really know very
little about the foreign student advisor. If we are to do as effective a
job as we can in utilizing the foreign student as an international communi-
cator, we will need to know how they are trained--that is, what they are
trained to look for and what they are trained to do. With this information
we may be able to formulate more adequate programs for teaching the foreign
student advisor how to utilize the communication potential of his advisees.
This is a Class I proposal. Preliminary work on it will begin shortly.

Language and Linguistics

   Machine Analysis of Language.[2] The obvious importance of written
materials from societies with languages other than our own, the great
difficulty and tediousness in translating these materials, and the rapid
rise of the automatic computing machines make the development of machine
translation research and machine analysis of language a problem of rising
importance on American campuses. With its new computer, The MISTIC, as
well as its quantitatively trained communications specialists, Michigan
State University has the potential for making a contribution to this area.
The contribution would be generally national rather than strictly local,

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[1]See Appendix B, pp. 63-64
[2]See Appendix B, pp. 47-50   for the detailed proposal.

although the ultimate payoff from many such researches conducted on many campuses obviously would greatly enhance our own communication abilities. A Class III proposal, the Subcommittee on Language and Linguistics has estimated that the costs over and above those that would be regularly assumed by the University through the use of its staff and facilities would amount to perhaps $30,000 to $40,000 per year.

Experimental Studies of Foreign Language Teaching Methods.[1] The teaching of foreign languages is a basic part of the total program of an internationally oriented university. Such universities cannot afford to use inferior methods if better ones are possible. For this reason, the Seminar recommends that a continuing series of experiments in foreign language teaching be undertaken by Michigan State University. The results of these studies would be made available to the teaching staff of this and other universities so that the effectiveness of teaching may be raised. Of Class III priority, this project would require an annual outlay of perhaps $25,000 to $30,000.

Technical Assistance and Community Development

The Seminar was acutely aware that technical assistance and socio-economic development problems in the various nations attempting industrialization and agricultural improvement have an important communication aspect. For this reason there are proposals both in the research sections and the other sections which relate to the role of communications in technical assistance and socio-economic development. The International Cooperation Administration of the federal government is dedicated to the belief that the experience of the United States in technical matters can be used to help other countries if handled properly. But as our experience with technical assistance programs has increased, we have discovered that the effectiveness of our missions abroad and the effectiveness of those who come to the United States as trainees is limited by the way in which the people of the areas concerned react to our proposals for change. In fact, several excellent programs have suffered because of errors in communication. For this reason, there are proposals included in this document for research on the communication aspects of technical assistance. Again, the payoff for these projects, on the whole, will probably be long run rather than immediate. Yet the knowledge and experience that we gain from them will be of assistance in Michigan State's own technical assistance programs abroad, will be useful in its training programs for international communications such as the one conducted for ICA by the College of Communication Arts, and will be important for the nation as a whole as our findings are reported in print.

Research on the Communication Effectiveness of Administrators.[2] One such proposal is that of research on the effective versus the ineffective communication modes of administrators actually engaged in technical assistance and socio-economic development. This research would have practical

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[1]See Appendix B, pp. 41-43
[2]See Appendix B, pp. 73-74

significance for such things as the massive community development program of India (which was described to us in detail by Carl C. Taylor) as well as the community development programs of many other nations, such as the Philippines, Puerto Rico, and Pakistan.

This is a proposal of Class III priority. Budget is difficult, if not impossible, to estimate at this point. Yet a few guesses can be made. For one thing, it will require travel abroad. There are a number of countries in which such research is important and in which cultural differences would produce important variations. We can pick India as one example in estimating budget. It is half-way around the world. This means a large expense would be incurred (about $1800 for one person) in transportation alone. There would be problems of transportation within the country because it is vast in size. There would be costs incurred in gathering data and in analyzing it. Projects in this area, if conducted on a thorough basis, may take from two to three years. Thus, we can guess that just one effective small-scale research project would cost a minimum of $10,000 per year. Larger ones would cost a great deal more.

Reactions of Local People to Assistance Programs.[1] As our sociologically oriented consultants, Carl C. Taylor, Charles Loomis, William Form, William D'Antonio, Ed Moe, and Wilbur Schramm have indicated, all too frequently technical assistance programs are conceived with the values of administrators being tacitly assumed in their formulation. The people affected directly by such programs may not necessarily share the same values. Very frequently program administrators encounter unanticipated barriers. Apathy is only one of these. Outright hostility to the programs has certainly been encountered by many engaged in this type of practical change program. Michigan State University could render a service to various such development programs by being ready to conduct concrete research programs on the reaction of the local people to programs in progress. In cases where it is discovered that the local people are disinterested, recommendations would be possible to make the program more directly relevant to their needs as they perceive them. The benefits of this type of research, if properly conducted, are more obviously of a practical nature; and they could substantially affect the course of action within a short time--a matter of weeks in some cases. The costs would vary greatly, depending upon the particular area of the world in which the research was done and the nature of the problem. This proposal, too, has Class III priority. Costs might be as little as $7,000 or $8,000 for a qualified anthropologist to do a single study in a single area, or as much as $50,000 for a team of communication research specialists.

Agreements in Development Policies.[2] In this period of international competition, we tend to be more aware of the differences in policies among nations in the East and in the West and in the underdeveloped areas. But it certainly is true that there are also similarities. The Seminar

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[1]See Appendix B, pp. 77-78
[2]See Appendix B, pp. 72-73

believes that Michigan State University could make a useful contribution
to the practice of international communications by conducting research
on the policy statements made by spokesmen of more industrialized nations
in both the East and the West directed at the less industrialized nations.
These could be compared with similar policy statements made by the leaders
of the less industrialized nations, the sum resulting in a specification
of the similarities and dissimilarities in policy statements. One result
of this would be recommendations concerning division of labor for im-
plementation of the agreed aims on the part of all concerned. A Class III
project, this study could be conducted on a relatively small budget,
perhaps a research assistant and very little else. Since policy statements
come out rather regularly and may be expected for a long time to come, it
would be useful to have a research assistant assigned permanently to this
kind of work. Thus, the budget for research in this area would run to
perhaps $2,000 to $3,000 per year.

The Mass Media

The Flow of International News.[1] For years, observers have been
impressed with the difference between the high quality of foreign news
reporting and the low quality of its presentation in many newspapers.
Clearly, the content of news is changed during its flow from the reporter
through the foreign and home offices of the news agency, and from the
home office of the agency to the local paper. In part, these changes are
responses to the beliefs and perceptions of the gate-keepers who control
the flow of news. One of the projects proposed in this report deals with
the role of the gate-keeprr, and the social and psychological factors
influencing his decisions. In time, this is a Class III proposal. As
the Subcommittee on News and Propaganda has indicated in its appended
report, the budget is impossible to estimate accurately without the exact
details of the project, but it is probably safe to say that it will range
upwards from $10,000 or $25,000.

Great Power Propaganda.[2] The Seminar recognized early in its deliber-
ations that the underdeveloped areas of the world, areas in which the
economic and technical aspects of life were not as fully developed as in
the West and in the Soviet Union, are also the areas which are now under-
going nationalization--that is, they are areas in which there is a high
degree of national consciousness and a strong attempt to develop national
governments. These are also the uncommitted areas of the world. In the
present struggle, these areas of the world have become an important pro-
paganda battleground. As such, they offer unusual opportunities for both
theoretical and practical communications research--research designed to
identify the content of propaganda directed not at the participants in
international conflict but rather at those people who are potential
participants. On the practical side, it would be useful to know in some
detail the differences as well as the similarities in propaganda directed
to the uncommitted countries by the powers of the East as well as the
powers of the West. This information may be most effectively utilized
when correlated with changes in friendliness or hostility toward the

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[1]See Appendix B, p. 74
[2]See Appendix B, p. 73

United States or toward Russia.

This project has Class III priority but, as the Subcommittee on News and Propaganda has remarked in its report, a pilot project in this area could be carried out at low cost. Ralph White, of the United States Information Agency, has informed the Seminar that material exists in U.S.I.A. files which could be analyzed, and that the U.S.I.A. would be interested in having an outside agency such as Michigan State University conduct the analysis. Aside from staff time, the budget probably would include only travel funds for Washington trips and the cost of coding. One might estimate, then, that $500 to $1,000 a year would yield a substantial return in data analysis. As a matter of fact, negotiations have already begun with U.S.I.A. personnel and Michigan State University staff members which may well result in the establishment of such a project.

Film Effects on National Images.[1] Social scientists believe that national images--the mental pictures we have of the persons of various societies--greatly influence our behavior toward other peoples. As Harold Isaacs shows in his book, Scratches on Our Minds,[2] the sources of images are many and varied. Some are from contact in periods of relative peace and friendship; some are from contact in periods of warfare and hostility; some are personal; others are from news stories; still others are from third and fourth hand information from casual travelers. One important source of national images in the modern period appears to be the motion picture. Films are important because they are easily distributed and easily understood--one doesn't have to know how to read in order to get the message in a movie. With this in mind, the Seminar has proposed that research should be undertaken which shows the impact of movies on national images.

One such study would be a public opinion survey designed to elicit film experience of the general population of a number of countries and of their film-inspired impressions of the countries depicted. The objective of this study is to provide evidence concerning the possible effects of the motion picture industry on national images. Similarly to other studies in the field of international communications, this study would be useful not only to academicians but also to those who make movies and to those involved in promoting cross-cultural understanding, (such as the U.S. Information Agency and similar agencies in other countries). This is especially important because our detailed, objective information in the area is almost nil.

Like others of the long-range research proposals, the exact costs of this Class III study are difficult to estimate without a detailed project proposal. Yet we know in advance that research of this kind is exceedingly complex and expensive. As envisaged, this would be a multi-nation study so that it would entail costs of transportation, not just simply between two countries but among several nations. Moreover, the costs of gathering

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[1]See Appendix B, pp. 75-76
[2]Harold Isaacs, Scratches on Our Minds, New York, John Day Company, 1958.

adequate samples would be very great indeed. It is our guess that an adequate budget for a project of this sort for three to four years would be in excess of $100,000. However, by using commercial polling agencies, a pilot study could be conducted fairly inexpensively.

Another research project proposed by the Seminar is concerned with analysis of the imported films which are most popular in various countries. The details of the project are reported in the report of the Subcommittee on News and Propaganda. In general, its aim is to find out differential attitudes toward the particular kind of content of the film. Obviously, such a study will yield information concerning the contents which result in most effective or least effective international communication and which increase international understanding. A Class III project, it probably could be carried out with a budget of about $25,000.

Differences in Human Values.[1]

A fairly long history of communication research and of practical communicatoon experience indicates that simply telling people about the things one wants them to know doesn't necessarily result in action or even perception of what was said. There is a certain selectivity in the way a person or a society accepts information or acts upon it. Several of our consultants as well as many other behavioral scientists have pointed to differences in values--the basic orientations to life and the world that presumably underlie many overt actions--as factors which can help explain the selectivity of communication. But deliniating the relevant values is an exceedingly complex operation. For this reason, the seminar recommends that long-range studies be undertaken to deliniate the values of different societies.

While the effects of research on differential values and their re-lation to communication are probably long range, they will have practical as well as theoretical significance. Practically every agency involved in instituting change in the economically-deprived areas of the world has encountered unexpected opposition. A knowledge of the exact nature and consequences of value differences for communication doubtless would decrease the proportion of failures and near failures in our exchange programs.

The budget for this Class III proposal for research on values is difficult to estimate. It could be relatively small or it could be exceedingly large, depending upon the nature of particular projects. It is most likely, however, that substantial contributions to knowledge in this area will require substantial outlays of money inasmuch as it will require international travel. For this reason, we believe the University should be ready to back research proposals in amounts upward from $15,000 per year.

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[1]See Appendix B, pp. 91-94

Implementation of Research Proposals

A simple addition of the estimated budgets for the proposed projects indicates that substantial amounts of money will be required in order to make significant contributions to international communications research. In fact, the minimum is around $1,250,000 and the maximum is around $2,000,000. Moreover, these projects will require an unusual amount of inter-disciplinary co-operation. Both of these requirements suggest the underlying necessity for some sort of organization to facilitate international communications research. The Seminar members devoted a considerable period of time to discussing alternative ways of implementing the proposals. There is little need to review the exact suggestions that were made at various points by different members, but all agree that some sort of body within the university should have responsibility for receiving and evaluating project proposals, for gaining funds to support them, and for aiding in establishing the necessary inter-departmental co-operation. For example, the Subcommittee on Technical Assistance and Community Development recommends at one point that we do establish a center for cross-cultural diffusion.[1] However, the needs which would be met by a center for cross-cultural diffusion are essentially the same needs as would be met by any other center or agency facilitating international communications research. Not only that, but there is no reason why the same agency which facilitates international communication research might not facilitate research in all other areas of international interest.

In view of these considerations, it is the Seminar's recommendation that some sort of agency, not tied to any particular department or college, be established to evaluate project proposals, find support for proposals, disseminate money for them, and facilitate the necessary inter-departmental co-operation. This is a proposal of Class II priority. We believe that such an agency should be operating within a short time.

PROPOSALS CONCERNING ON-CAMPUS TEACHING

A rather limited number of proposals specifically affecting on-campus teaching were developed by the Seminar. It might be noted that recommendations concerning research would have their impact--in time--upon teaching and curriculum. We certainly would expect that as competences increased and research projects were completed their "yield" would include not only findings, but master's and doctoral theses, new segments in old courses, and even new courses or curricula. Equally important, they would help influence a new international spirit into the total teaching program. However, these benefits are long range and it is rather idle to speculate about them now with any specificity.

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[1]See Appendix B, p. 88

Support for Graduate Students.[1]

The central proposal directly affecting teaching involves support for advanced students in international communications. The Seminar has considerable evidence that a pool of students interested in various aspects of international communications is now available on campus in such fields as sociology, anthropology, political science, psychology, and communication arts. The pool would certainly be enlarged if there were additional support for such students.

This recommendation, of course, is also fundamental to our research proposals. Competent graduate students are essential to a university with a strong research program, for they do much of the actual work of research. Long-range proposals such as we have made simply cannot be carried out without an adequate number of good graduate students. Michigan State University has a strong basis on which to build in its present graduate program; but most research assistantships are committed to existing projects. New ones will be needed if the University is to undertake the work proposed.

And clearly, if there is to be a signigicant teaching program in international communications, there must be a body of students.

Since both students and faculty interested in international communication reside in a variety of departments, funds for support of students should be kept flexible. We suggest that about $25,000 per year be allocated by the Dean of International Programs with the advice of an interdisciplinary committee including representatives of Communication Arts, Sociology and Anthropology, Political Science, Psychology, and other interested disciplines. As a beginning there should be about ten such positions per year available, distributed approximately as follows.

1. Two International Communications Fellowships. These should be the highest graduate student awards in international communications, carrying out-of-state tuition exemptions and a stipend of $4,000 per year. They should relieve the recipient of all responsibility except that of study. They should be allocated to the two most outstanding International Communication doctoral students each year, irrespective of department. The awards should be repeatable.

2. Two Special Graduate Research Assistantships. These should be allocated only to outstanding research workers in International Communications, irrespective of department. The Special Graduate Assistantship should carry out-of-state tuition exemption and a stipend of $2,500 per year.[2]

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[1] See Appendix B, p. 88
[2] The stipends for Special Graduate and Graduate Research Assistantships are based on 1958 rates, and doubtless will increase in the future. (We recognize that Special Graduate Assistantships do not presently carry tuition exemption.)

3. Six Graduate Research Assistantships. These should be allocated to such competent research workers in International Communication as may be required for on-going research projects, irrespective of department. They, too, should carry out-of-state tuition exemption, with a stipend of $1,800 per year.

In making this recommendation, the Seminar puts special emphasis upon the fellowship awards. The pattern, incidentally, is similar to that at Stanford University, where a Ford Foundation grant has made this measure of support possible for doctoral candidates in mass communications research. Such a level of support is necessary for a number of reasons. For one, it manifestly would attract superior candidates. For another, many of the persons with the qualifications to do superior work in international communications are more mature than the usual doctoral candidate, often with experience as professional communicators or in overseas service. Along with this, they have additional family and financial responsibilities. Unless support beyond that involved in the normal graduate assistantship is available, such persons cannot undertake advanced work.

Regarding timing, this is a Class II proposal. If possible these awards should be made available for assignment by December, 1958. If this is not possible, then December, 1959 should be set as the latest date.

Strengthening Library Resources

Both teaching and research of the sort which the Seminar recommends require expanded library holdings. In the main, we feel that the library is doing a good job of acquiring current materials relevant to study of international communication. There are some special materials which might be acquired and approaches which might be taken, which are brought out in the proposals on technical assistance and development.[1] However, the Seminar members felt in general that the increasing of holdings in international communications should be a part of a general library expansion to make first-rate graduate work possible. We discussed this matter with Dr. Chapin of the library and his recommendation was that attention be concentrated upon making the library a research facility, capable of properly supporting the some 35 doctoral programs on the campus. Thus, attention to international communication per se probably should be put in balance with the needs of the other international programs and of the total campus.

It is possible that the library's position could be strengthened if funds could be provided, earmarked for the acquisition of books, journals, and matarials of international interest. This would provide sufficient flexibility to benefit all groups, and would supplement the present funds which are not nearly large enough to meet our anticipated needs. This, too, is a proposal of Class II priority.

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[1]See Appendix B, p. 88

Study Abroad

There was considerable discussion in the Seminar about various approaches to study abroad as part of the normal academic experience of both undergraduate and advanced students. Several consultants provided suggestions. Meyer-Dietrich, the Berlin editor, for example, proposed that programs leading to the spending of a year at the Free University of Berlin would be ideal training for international communications students, providing them a first-hand opportunity to study communications at a critical border point. Schramm described the recently developed Stanford year abroad program which utilizes a center at Stuttgart, Germany, and which takes place in the sophomore year. Students are flown over in a chartered plane. Normal tuition and room and board costs pay all expenses except the return to the United States which the student provides.

As a general observation about education abroad for American students, Brewster Smith pointed out that development of a reciprocal relationship between M.S.U. and an East Asian nation would be an act of great symbolic importance. Emphasizing that such a program should be genuinely reciprocal (and not a part of a technical assistance or development program), he felt that it would show the world that we respect cultures other than those of Western Europe. According to a Pakistani sociologist, Majeed Khan, an Oklahoma university has such an arrangement with the University of the Punjab at Lahore.

Considering these and other approaches, the Seminar finally settled upon a proposed "fifth year plan."[1] It would involve the selection of a number of students to participate in work beyond the normal bachelor's degree (possibly leading to a master's) which would include at least six months of experience in a country whose culture and language are very different from our own. Three aspects were stressed: (1) preparation in advance through intensive language and culture training, and contacts here with students and visitors from that country; (2) a combination of study and service designed to expose the student to people of various strata in the host country; (3) return to M.S.U. within the fifth year to permit participation in seminars with other students, faculty, and townspeople.

In a time sense, this is a Class III proposal. As to cost, no detailed figures are presented. The program cost would vary with the number of students being sent abroad and the kind of relationship established with a host university overseas.

This proposal was developed with students in communications, education, etc. (rationale of key gate-keepers) primarily in mind, although it certainly could be extended to students in many other fields. The possibility of reciprocity--the movement of foreign students to M.S.U. on a reciprocal basis--was also entertained.

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[1] See Appendix B, pp. 78-79

Foreign Language Teaching and Requirements.[1]

An important part of education for international communication is foreign language training. Here, the Seminar members expressed a variety of dissatisfactions with existing conditions in the University (and in higher education generally), ranging from the nature of Ph.D. language requirements and their fulfillment through what is being taught and/or required at the undergraduate level.

The discussions of the Seminar pointed up the gaps which exist between two points of view about foreign languages. The one is, rather naturally, the Seminar's approach: Foreign languages are an integral part of the international communication process. This leads to such questions as: In which languages do we need additional instruction because of the lack of skilled persons? (The unanimous answer of our consultants was the languages of the non-Western nations and of Russia.) What is the quality of our language skill among persons who have been exposed to foreign language training? (The answer was the quality is very low.) The other point of view, we surmise, is to look at foreign language training as part of the formal higher education process. This leads to such questions as: Should two years of a language be required for the B.A. degree? Should doctoral requirements be revised? What are the languages needed for scholarly research?

Sitting in between these points of view is the general problem of method of teaching languages. With some oversimplification, it revolves around whether to use language teaching methods which will produce oral-aural skills or methods which will create grammar-reading skills.

From the Seminar's point of view, emphasizing the acquisition of foreign language skills which can be and will be used in international communication, M.S.U.'s approach (and that of higher education generally) is quite inadequate. The languages for which there is greatest need are being taught to the smallest number of students or not at all. The skills of those who are taught in other lnaguages are generally of a sort which provides only indirect international communication through limited ability to read some materials in the language studied.

As for the person interested in international communications research, we have another kind of problem. Very often, he will need skill in the language of the cultural group he wishes to study. In a literary sense, proficiency in such a language may be unimportant, in that there is no body of literature relating to his field. Thus, application of the traditional rationale of Ph.D. language requirements rejects such language study as part of his "proper" activities as a graduate student. In a practical sense, too, there may not be the means of examining him for proficiency in such a "rare" or "non-scholarly" language. Yet the needs of communication researchers are well exemplified by two members of the Seminar--Dr. Bruce Smith, who was busily engaged in equipping himself with the Indonesian language during the current year; and Dr. Hideya Kumata, whose doctoral dissertation required some knowledge of Japanese and Korean.

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[1]See Appendix B, pp. 39-41

The problem of universities in connection with foreign languages is not separate, of course, from what primary and secondary schools do about foreign languages. Generally, the Seminar members felt that the language problem will be solved in the future to the extent that foreign language teaching is taken over by grade and high schools, permitting genuine college level work in languages, more attention to the "rare" languages, and development of skills to levels useful in international communication. This, of course, is a very long-term solution. But even to move in its direction, requires that M.S.U. and other universities take steps to increase the number of language teachers available to the grade and high schools.

Not a small part of the problem is the general attitude of students (and faculty) toward foreign language. It was interesting to note in the survey of M.S.U. faculty done under Dr. Witt's direction that those interested in getting additional language training concentrated primarily upon French, Spanish, and German. Only a handful—less than 30—were interested in the Far Eastern languages, and less than a dozen in the Middle East languages. Russian was the fourth choice, with just under 100 indicating some interest.

When a student is discovered with an active interest in international communications and a willingness to learn a language, the problem is not made especially simple, either. The Seminar debated at length what should be the recommendations to such a student. In general, it seemed clear that the suggestion that he concentrate upon a particular language at the undergraduate level (unless it be upon a base of first-rate secondary school work) was probably not very efficient. We cannot predict very well for the student that his general interest in international matters will lead to a career in a specific area. Needs for training in particular languages shift, too, rather rapidly. As Dr. White noted, the past need for Korean has been supplanted by needs for Arabic and Chinese.

One of the possible approaches to this matter would be the development of a course based upon linguistic theory, which might be called study of "how to learn a language." Interestingly enough, this idea was presented by Margaret Mead in her meeting with the political science seminar, attended by several members of the communications group. Dr. Mead said: "If you know how to learn a language you can do it in six weeks." The communication seminar was not quite as optimistic about this, and accordingly did not offer a formal proposal. It is possible that aspects of this thesis could be tested in the experimental research program in foreign language teaching methods.[1]

Because of these complexities the Seminar could not see its way to a clear and immediate solution of the foreign language problem. Rather, it felt that recommendations for discrete policy changes at this point would only confound an already confounded situation. Accordingly, it was proposed that the M.S.U. faclity, through appropriate committees and

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[1]See page 16, Appendix B, pp. 41-43

councils, set up a program of study of language requirements, offerings, and needs of students and the state.

Such a faculty group (or groups) could well consider such problems as these: In a changing world what languages should be added to the curriculum? In a period of changing methods of teaching languages, what methods should be modified or new methods adopted? In a state which continues to experiment with teaching of foreign languages at the primary level, what demands for language teachers can be expected in the future? In a university which expects to have many faculty members involved in overseas research and service, what administrative policies need to be adopted to facilitate the development or improvement of language skills by faculty members? With college teachers traveling abroad increasingly for research and teaching, should doctoral requirements emphasize aural skills?

In a time sense, this is a Class I recommendation. Action could be undertaken this fall term. As for cost, it would be the same as that for any other committee activity of the faculty.

Foreign Student Advisory Board.[1] The number of university students from societies widely different from our own is increasing steadily. If Michigan State University's international activities expand, we can expect this rate to increase in the next few years.

We may think of foreign students as a channel of communication from their cultures to our own. True, they already perform many communication functions of this sort, speaking before informal groups, taking part in classes and seminars, and living with American students. But undoubtedly more effective utilization of this opportunity to bring information about foreign cultures to our own attention is possible.

To facilitate consideration of these matters and to make the stay of the foreign student more pleasant and stimulating, the Seminar proposed that a planning board be established to investigate and make recommendations concerning the activities of foreign students on the campus. In a time sense, this is a Class I proposal, with action possible this fall. The cost would be nominal.

General Remarks Regarding On-Campus Teaching

These several proposals, of course, are not absolutely divorced from research and extension. As was noted, funds for graduate students would affect research activity as well as the teaching situation. Non-academic activities of foreign students often become involved in extension.

It might be noted that we have no recommendations concerning courses. The Seminar felt that there were already a number of courses bearing upon

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[1]See Appendix B, pp. 65-67

aspects of International Communication in Sociology and Anthropology, Psychology, Political Science, and Communication Arts. In the main, the Seminar felt that there should be no proliferation of courses in the name of international communications at this time.

It was noted that there were only a few offerings in linguistics. Some expansion here seems a possibility, especially if the recommendations concerning research are implemented. These proposals, it will be recalled, would bring additional persons to the campus with skills which would make possible a strengthening of M.S.U. offerings in linguistics.[1]

The Federal Government's needs for communications research specialists were brought out by Dr. White and by Dr. Leo Crespi, director of external research for the U.S.I.A. They indicated that there is a modest but continuing demand for trained individuals. The ideal person would have communications research training, language and area training, and overseas experience. Such persons are understandably rare. Both indicated, however, that there would be opportunities for students trained or experienced in one or more of these fields. One of the problems to be faced here is the uncertainty of demand because of vacillating research policies of the government.

It was generally felt in the Seminar that no special curriculum needed to be developed for such opportunities. Rather, advising of individual students with high interest in this kind of work and development of programs for them could provide a measure of qualification for government positions.

PROPOSALS CONCERNING EXTENSION

In approaching recommendations in this area, the Seminar classified most of present overseas programs as extension. Thus it was felt that the Viet-Nam project, for example, more nearly qualified as an extension activity than as teaching or research, even though certainly there are aspects of the former and some opportunities, at least, for the latter, in such a project.

As to extension activities within the state, the Seminar made no formal proposals, although a continuation and expansion of existing television and radio programming involving international affairs was discussed. Further, it was often suggested that individuals returning from overseas assignments, foreign students, and others exposed to international experiences be more actively involved in presenting information to the Michigan public. However, it was not felt that any organization need be set up to produce this result. A general administrative policy of encouraging such activities would probably be sufficient. The extnnsive nature of such activity by Fulbright and Smith-Mundt grantees in the Midwest generally

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[1]See Appendix B, pp. 38-50

(as reported to us by Dr. Gullahorn of the Department of Sociology and Anthropology) seemed to indicate that the volume of activity was already high. It would be expected that it would increase as M.S.U. faculty members increasingly go abroad.

World Development Conference.[1] The problem of raising levels of living in economically-deprived regions of the world is one in which Michigan State has unique competence because of its international orientation, its strong College of Agriculture, and its well-developed program in the behavioral sciences. But it is also a problem in which many other schools here and abroad have a stake. It would be useful to workers in the various universities to have a channel through which they can share information. There are a number of ways of doing this, of which an annual conference of development experts is one of the most useful.

While such a conference would be of interest in many fields, it is particularly relevant to students of international communications. Increasingly, we are becoming aware that the success or failure of development projects involves effective communications between U.S. experts and the receiving specialists or the general public in the country involved.

A final value is that the conference would appropriately signal M.S.U.'s concern with this area in a fashion which could make an immediate impact upon the public. In a time sense this is a Class I project which could be underwritten immediately. The conference might well be held within the 1958-59 academic year.

Estimated Total Budget. An effective program would require the participation of perhaps twenty top-level development experts, from many different fields (about half of whom are from abroad), as well as a number of other participants. The usefulness of such a program could be assured by paying the expenses of the key twenty to deliver papers. At an estimated average of $250 for each of the key American and $1,500 for each of the key foreign experts, the travel expenses would amount to $17,500. With such a core group in attendance, other invited persons would doubtless come at the expense of their own universities.

Michigan State probably would wish to publish the major papers of each conference. The total cost of this might come to perhaps $5,000. Thus the overall annual budget would come to around $22,500.

Language Training for Faculty.[2] On quite another front, the Seminar felt that immediate steps could be taken at modest cost to improve the foreign language abilities of its faculty members going overseas. The specific proposal calls for the hiring of a linguist with experience in teaching foreign languages through the "native speaker method." Utilizing foreign students as his native speakers, he could offer courses for faculty members in a variety of languages. The aim would be to produce limited aural

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[1]See Appendix B, pp. 70-72
[2]See Appendix B, pp. 43-47

skills. The service would be designed primarily for faculty members who have clear plans to go overseas, either on projects, as Fulbrights, or in connection with research grants.

The objective of such a program would not be to create "scholars" in the language concerned, but to give scholars in many different fields a sufficient acquaintance with the language of their prospective host nation to bring them to the level of the intelligent child, i.e., to be able to ask questions in the language. If such skill were possessed by more of the M.S.U. faculty members going overseas, they would manifestly be more effective communicators of U.S. culture during their stays abroad, not to mention the fact that they would learn more about the other culture. The base of such training, further, would make additional language learning abroad a simpler matter.

Many of the persons taking such training would be involved in a particular overseas project of the University. Quite possibly, some of the costs might be recovered through contract funds.

In a time sense, this would be a Class I project.

Regarding budget, the Seminar estimates that training up to 100 persons in six languages would require the services of a linguist, informants, space, and equipment, totaling about $16,000 per year.

Technical Assistance Proposals.[1] Several proposals were developed dealing rather specifically with technical assistance programs in which the University is now involved. These took the general form of actions which might test or enhance the effectiveness of these programs, considering them as attempts to communicate cross-culturally. Thus it was proposed that evaluation-research units be attached to present teams already overseas. Another recommendation in the same area was that persons trained in cross-cultural communication be added to the staffs of such programs— not to perform evaluation research but to aid the present staff in discovery and isolaton of communication problems and to develop solutions to them. Communications training materials could also be developed and sent to these overseas staffs to facilitate the work of the communications staff and make possible a measure of in-service training. A considerable volume of such materials is already available in forms which would be usable. Included are some of the materials which have been developed by the National Project in Agricultural Communication for general training in the U.S. and some which were developed for the International Co-operation Administration communication training program.

The need for some persons trained in communications as members of an overseas project staff also brought up the need for such persons as members of the original survey team which investigates the potential project area. The Seminar felt that criteria for such teams should be re-examined with a view toward including persons of this background. The

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[1]See Appendix B, pp. 88-89

development of an overseas program, to a considerable measure, can be done more effectively when the communications problems which will be encountered are considered in advance.

Several of these proposals involve projects which are sponsored by government contract. The possibility that the development of evaluation staffs, communications specialists, and the like, be handled as part of government policy was generally not favorably regarded. Further, it was felt that sponsorship of such activities or persons from an outside source would provide greater independence of action on their part, and would yield data and recommendations for improvements in technical assistance programs more fruitfully than if they were sponsored by a government agency. In point of time, these are Class I proposals; their total cost from sources outside the University would amount to perhaps $20,000 per year.

Communication Training for U.S. Technical Assistants

The U.S. has a host of technical assistance or co-operation programs which involve sending a large number of subject-matter experts to a variety of countries. In another proposal, the Seminar recommended that M.S.U. take the lead in developing communications training for these persons. What was envisaged was a short course in communication theory and practice which would prepare the U.S. expert to recognize communication problems which might arise and to offer him some possible solutions. Much of the preliminary work for such a course has already been done by M.S.U. communications persons in preparing courses for groups of specialists within the U.S. and for foreign participants in the ICA program. This material can be adapted to the needs of U.S. persons going abroad with little difficulty. Further, the University has a considerable pool of persons who have had experience in teaching, development, and evaluation of such programs. Within the government, there is a considerable degree of awareness of need for such training. It is possible that this proposal might be carried to fruition entirely through government contract. Based on the experience of Michigan State University and the National Project in Agricultural Communicators in similar programs, we estimate that the development of such a course should cost in the neighborhood of $25,000.

Foreign Student Advisor Training.[1] Another kind of communication training was envisaged for foreign student advisors in the next extension proposal. Discussion of the backgrounds of foreign study advisors suggested that the majority came to their positions rather accidentally as the foreign student population of U.S. universities mushroomed in the post-war period. Few appear to have had the kinds of training which would make their positions as cross-cultural communicators as effective as it might be.

Thus it was felt that a program could be developed taking the special needs and backgrounds of such persons into consideration, which would result

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[1]See Appendix B, pp. 64-65

in a short-course of some value. The cost of developing such a course
would be in the neighborhood of $20,000. This is a Class II proposal.

It might be noted that a research project concerning key personnel
involved with foreign students was proposed.[1] Ideally, these should be
pushed more or less concurrently to develop a communications short-course
of maximum utility.

Returning M.S.U. Faculty Persons.[2] This year more than 100 members of the
M.S.U. faculty are abroad. Since this number will probably grow in the
future, we can expect to have a rather steady flow of faculty persons
returning from overseas experiences. At present, they report primarily
within the confines of their departments and circle of friends and ac-
quaintances. Thus the benefits of their experiences to the University
at large are not fully utilized, primarily because there is no formalized
method of sharing their experiences.

On this score, the Seminar recommended that there be set up a regular
procedure of interviewing returning staff members, and in turn, a system
of getting the information obtained in such interviews to persons con-
cerned in it and interested in it. Several steps toward the goal of
facilitating the use of information already at hand among our faculty
have alraady been taken--notably through the summary of overseas ex-
periences done recently under Dr. Witt's direction. The small expense
of this Class I proposal would be borne by the University.

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[1] See Appendix B, pp. 63-64 and p. 15
[2] See Appendix B, pp. 88-89

IMMEDIATE EFFECTS OF THE SEMINAR

Even though the Seminar was mainly concerned with making recommendations on a long range basis, it has already had some immediate effects. For one, a number of the consultants gave presentations to graduate students and interested faculty in the College of Communication Arts, the Department of Sociology and Anthropology, the Department of Psychology, and other University units. Included among those who spoke were Drs. Schramm, Cleveland, Carroll, and Smith.

The Seminar also has been instrumental in getting a number of small research projects into the preliminary stages. As a result of conversations with Dr. White of USIA, Dr. Toch of the Seminar is now developing a project involving a content analysis of the radio propaganda output of The BBC in relationship to that of the Voice of America and possibly that of Radio Moscow. The project will probably involve study of the stylistic characteristics of BBC and VOA output in relation to their perceived objectivity.

As a result of conversations with Meyer-Dietrich, Dr. Deutschmann of the Seminar has obtained copies of East and West German dictionaries, which contain interesting politically-inspired differences in definitions. Plans for study of this material during the coming year are now being made.

Dr. Haller of the seminar turned the attention of his students in a social psychology class toward the investigation of some aspects of foreign student-American student attitudes and relationships. The report, coauthored by Dr. Haller and Barbara Bray (the Seminar's research assistant), has been accepted for publication in a scholarly journal.

As a result of the seminar, Dr. Kumata was materially aided in investigation of some aspects of cross-cultural "constants" in the way language is used connotatively. His earlier studies raise some challenges for the Whorf theory of linguistic relativity.

It has already been mentioned that the communications training program for 39 ICA participants was benefited (and reciprocally the Seminar) by its coexistence in time with the Seminar. In particular, the evaluation procedure developed by Dr. MacLean and Dr. Deutschmann showed the impact of the Seminar. Some of their data produced during the evaluation of the ICA program may serve as a basis for future studies of attitudes of cross-cultural sojourners, particularly attitudes involving the accomplishment of change and the adoption of new methods.

APPENDIX A: PERSONNEL

SEMINAR MEMBERS

Dr. Paul J. Deutschmann, Director of the Communications Research Center.
Former newspaperman, special writer for Denver Post 1947-50. Received
his B.S. in 1940 and his M.A. in 1952, both from the University of
Oregon, and his Ph.D. in 1956 from Stanford University. Joined the MSU
faculty in June 1955. Author of a "Manual for Studying Social Leader-
ship" and "A Treatise on School Voting Behavior".

Dr. Archie O. Haller, Associate Professor of Sociology and Anthropology.
Joined the MSU faculty in 1956. Received his B.A. in 1950 at Hamline Uni-
versity, M.A. in 1951 at the University of Minnesota, and Ph.D. at the
University of Wisconsin in 1954. Was Project Associate in Rural Sociol-
ogy at the University of Wisconsin in 1954-56. Author of research
articles on the social psychology of modern life.

Dr. George H. Axinn, Associate Director of the Michigan Cooperative Exten-
sion Service. Joined MSU in February 1953 as Extension Television
Editor. Received his B.S. in 1947 from Cornell University, M.S. in
Agricultural Journalism from the University of Wisconsin in 1952, and
Ph. D. in 1958 from the University of Wisconsin. Chairman, Department
of Rural Communication at the University of Delaware, 1949-53.
Bulletin Editor at University of Maryland, 1948. Also employed by
Agricultural Research, Inc., Ithaca, New York, 1946.

Francis C. Byrnes, Associate Director of the National Project in Agricul-
tural Communications. Joined the MSU faculty in 1953. Received his
B.S. in 1938 from Iowa State. He was News and Farm Editor of the Den-
ison Review, 1938-41, Information Assistant to the Iowa Agricultural
Conservation Committee, 1941-42. Served as Chief of Technical Infor-
mation in the Electronic Research and Development Program for the U.S.A.F.
1946-48. Agricultural Editor and Extension News Editor at Ohio State
University, 1949-52. Summer 1955, served as consultant to the Organ-
ization for European Economic Cooperation in Paris, France and Bonn,
Germany. Conducted a three week training course on use of the written
word in advisory work for 16 countries.

Dr. Hideya Kumata, Associate Professor in the Communication Research Center,
Joined the MSU faculty in Fall 1956. Received his B.A. in 1951 and M.A.
in 1956 in Sociology from the State University of Iowa, Ph.D. from the
University of Illinois in Communications in 1958. Co-author of two
books entitled "Four Working Papers in Propaganda Theory" and "Investi-
gation of Instructional Television Research". Has written several
journal articles also.

Dr. Malcolm S. MacLean, Associate Professor in the Communications Research
Center. Joined the MSU faculty in 1956. Received his B.A. in 1947 and
his M.A. in 1949, both from the University of Minnesota, and received his

Ph. D. from the University of Wisconsin in 1954. Was Public Opinion analyst at the University of Minnesota School of Journalism 1948-50; Was Instructor and Assistant Professor of Journalism at the University of Wisconsin, 1950-56, serving as Coordinator for Research with the Television Laboratory of the University of Wisconsin, 1954-56. Was a Fulbright Scholar in Italy, 1956-57. Has written several communications research monographs and numerous journal articles.

Dr. John Street, Assistant Professor in English and Foreign Language. Joined the faculty of MSU in 1957. Received his B.A. in 1951, M.A. in 1952 and Ph.D. in 1955 from Yale University. Instructor in English, U.S. Army Training Center (Caribbean), 1956-57. Co-author of "Manual of Instrutions for the Course in English for Spanish Speaking (Army) Personnel".

Dr. Bruce Smith, Associate Professor of Political Science and of Communication Arts. Joined the MSU faculty in 1953. Received his Ph.B. in 1933, Ph.D. in 1956 from the University of Chicago. Taught at New York University, 1938-41. Worked for Federal Government Agencies primarily concerned with Foreign Affairs, 1941-48. During that time was Attache to U. S. Political Advisor for Germany, Deputy Chief of Publication Control Branch of the Information Control Division of the U.S. Military Government for Germany. Research Associate, Division of Social Sciences, University of Chicago, 1948-49. Associate Professor, Political Science, Foreign Service Institute, Department of State, Washington, D.C., 1950-53. Co-author of three books and several journal articles in the field of propaganda and public opinion.

Dr. Hans Toch, Assistant Professor of Psychology. Joined the MSU faculty in 1957. Received his B.A. in 1952 from Brooklyn College, and his M.A. in 1954 and Ph.D. in 1955 from Princeton University. Was Research Assistant at Princeton University in 1952-55. Research position Army Signal Corp., 1955. Project Director, U.S. Navy Personnel Research Activity, 1955-57. Taught at University Extension, University of California, Los Angeles, 1956-57. Author of several journal articles.

CONSULTANTS

OFF CAMPUS CONSULTANTS

Dr. Carl C. Taylor, visiting distinguished professor of Sociology and Anthropology and one of the world's leading rural sociologists, discussed community development, with special reference to India. Communications problems within a culture were probed. Methods for applying communications approaches and development approaches in concert were suggested.

Helmut Meyer-Dietrich, editor-in-chief, Berliner Morgen Blatt (West Berlin). Discussed mass communications in Berlin. He proposed use of the Free University of Berlin as a training and research outpost. The Seminar also gained new information on the influence of mass media gate-keepers in the flow of international news.

Richard Nolte, American Universities Field Staff. Middle East expert. With
Mr. Nolte the Seminar discussed mass and interpersonal communication in
the Middle East and especially Egypt. Political limitations upon com-
munications research were high-lighted. Mr. Nolte provided a wealth of
general background information.

Dr. Ralph White, radio research specialist, USIA. Dr. White outlined USIA
operations and detailed a series of research problems in which he is per-
sonally interested. He suggested the possibility of advanced degree
training programs to create the kinds of communications research special-
ists the government needs. The availability of government data for more
extended analysis by universities was discussed with him.

Dr. Wilbur Schramm, Department of Communications and Journalism, Stanford
University. He proposed application of general system theory to inter-
national communications problems. He also discussed the Stanford
undergraduate overseas branch at Stuttgart, Germany, and outlined recent
work of his students, particularly foreign students studying aspects of
international communication.

Dr. Harland Cleveland, Dean of the Maxwell School of Public Administration,
Syracuse University (also a consultant for Seminar on International
Education). Dean Cleveland emphasized need for research into inter-
national communication to the United States and discussed methods for
training U.S. personnel going abroad for government and industry.

Dr. John B. Carroll, psycholinguist at the School of Education, Harvard
University. Dr. Carroll examined proposals of language and linguistics
sub-committee and described his recent work on developing tests of
foreign language learning aptitude. Also he reviewed recent experimental
work in testing aspects of foreign language training and discussed ma-
chine translation problems.

Dr. Brewster Smith, Chairman of the Graduate Department of Psychology, New
York University. Dr. Smith reported on his extended work through the
Social Science Research Council on foreign students in the U.S. In par-
ticular, he described the "U-curve" theory of adjustment to stay in the
United States. He also recommended development of reciprocal relations
in communications research and education with a Far Eastern university.

CONSULTANTS AT CHICAGO MEETING OF AMERICAN ASSOCIATION FOR PUBLIC OPINION
RESEARCH

Dr. Leo Crespi, Head of Research, USIA, Washington, D.C. Dr. Crespi des-
cribed attitudes of the USIA, the State Department, and the Central
Intellignece Agency toward research, training of students for possible
roles in these government agencies. He recommended research on effec-
tiveness of U.S. information programs and described recent USIA research
and evaluation activities.

Dr. Jean Stoetzel, President of the French Institute of Public Opinion, re-
commended Africa, south of the equator, as a geographical area of inter-
est and related some recent experiences with this area.

Dr. Elmo C. Wilson, President of International Research Associates, Inc., discussed the current status of international public opinion polling, especially as regards opinion leaders.

Dr. Raymond Bauer, Professor at the Harvard Business School, suggested that MSU might best study communication problems related to the industrialization of undeveloped areas. He also made methodological suggestions.

Dr. Kenneth Adler, research specialist, Canadian Broadcasting Corporation. Dr. Adler discussed the possiblity of research concerning across-the-border television broadcasting in the U.S. and Canada. The possibility of joint effort between his organization and M.S.U. was discussed.

ON CAMPUS CONSULTANTS

Dr. Charles F. Wrigley, Department of Psychology. Dr. Wrigley recommended investigation of world language trends and volumes of output in scholarly fields, study and development of auxiliary international languages, and research and development of machine analysis and translation of language.

Dr. John T. Gullahorn, Department of Sociology and Anthropology. Dr. Gullahorn reported on his research into communication activity of Midwest Fulbright scholars. His study describes the amount of formal speaking, informal contact, and writing of Fulbrights during time abroad and after their return to the United States. He also described his research on foreign students in the United States, and American students in France.

Dr. Charles P. Loomis, Department of Sociology. Dr. Loomis reported on the theory of systemic linkage and boundary maintenance. He also proposed consideration for the Inter-American Institute of Agricultural Sciences at Turrialba, Costa Rica, in plans for communications work abroad.

Dr. Edward O. Moe, Department of Sociology and Anthropology. Dr. Moe discussed rural socialogical studies of diffusion of information and reported on communications training programs for agriculture specialists in Latin America.

Dr. Iwao Ishino, Department of Sociology and Anthropology. Dr. Ishino presented the anthropological point of view on cross-cultural communications problems with particular reference to problems of the foreign student.

Dr. William V. D'Antonio, Department of Sociology and Anthropology, reported on his study of business and government elites in twin U.S.-Mexican communities on the Texas forder, conducted under the supervision of Dr. William H. Form.

Dr. William H. Form, Department of Sociology and Anthropology, discussed communication from a sociologist's point of view, and supplemented Dr. D'Antonio's discussions.

Mr. Donald J. Gemmel, Foreign Student Advisor at M.S.U. Mr. Gemmel reported on the number and characteristics of M.S.U. foreign students, the range of their problems, and the possibilities for training and aiding foreign student advisors generally.

APPENDIX B: SUBCOMMITTEE REPORTS

SUBCOMMITTEE ON LANGUAGE AND LINGUISTICS

The importance of language in any communication process is obvious; unless the message consists entirely of pictures, music, or the like, speech is either the code itself, or the basis for a code at one or more removes (e.g. telephone, teletype, Morse code, semaphor). International communication, in its most typical form, involves senders and receivers who speak different languages, i.e. use different codes: hence a recording procedure--translation --is necessary. The timing and accuracy of this recoding have much to do with the success or failure of international communication.

The difficulty of the recoding process resides in the essential non-comparability of codes: different languages are not systems of equivalent elements; words, constructions, sentences, etc. in different languages do not show a one-to-one correspondence. This non-comparability of languages is an indication of the wide divergence in the ways wherein different cultures view the world--each in terms of its own systems of values, prejudices, and biases, and in light of its past history and present place in the world. When translating into Russian an English text containing the word democracy, it is not enough to know that Russian has a similar word demokratiya: it is not even enough to know the differing connotations of these words. Nothing short of a by-cultural "at-homeness" in both the Russian and the American world-view will permit an adequate recoding of such a message.

Even the best of translations may cause an international incident if the recoding occurs at the wrong time or place. After Nixon's stoning in Peru, it was reported that a student leader called Nixon's inability to speak in Spanish "an insult to Peruvian culture". Nixon's translator may have been doing an admirable on-the-spot job, but this was neither the time nor the place for public recoding.

In the light of the importance of language in international communica-tion, it may be well to consider briefly two recent developments in the field of linguistics, which may be hoped to increase the efficiency of international communication.

(1) In the past twenty years a revolution has taken place in language teaching methodology. The older method is often referred to as the grammar-translation method: its object was a reading knowledge of the language concerned. This end was accomplished by memorization of paradigms and of grammar rules, and by written translations both from and into the target language. Foreign language learning was considered an essentially intellectual pursuit, and the implication was often that even if this pursuit wasn't useful, it was difficult and therefore a "Good Thing."

In contrast to this, the oral-aural approach aims at speaking ability in a foreign language. This method draws heavily on the teahings of descriptive linguistics and of psychological learning theory. It views language

learning as primarily an accumulation of a set of oral and aural habits; it says that in essense an adult learns a foreign language in the same way as a child learnshis first language before he is five or six. It emphasizes that language aptitude is not closely correlated with intelligence measures, and that the accumulation of a particular set of language habits is not inherently valuable in itself.

The oral-aural method was extensively used first by the Army during World War II--and with excellent results. Since trained linguists with proficiency in exotic languages such as Bengali and Azerbayjani were not available in large numbers, this program made use of linguist-informant teams; here the linguist directed the learning process, while the informant--a native speaker of the language concerned--supplied the language data and corrected the students' language responses.

After the war many institutions began to incorporate the oral-aural method into at least some of their language courses. Cornell has been notable in its success. There the foreign language department consisted chiefly of teachers whose primary interest was in literature and who, in what elementary language instruction they did, used the grammar-translation method. Then changes were made; new instructors were brought in for elementary language instructinn in the oral-aural framework; undergraduate language requirements were changed to demand speaking and understanding ability. Former department members were able to teach literature exclusively and, in the long run, were pleased to find that the quality of their students improved. For a summary of these and other oral-aural language programs, see John B. Carroll, The Study of Language, pp. 168-186.

(2) In the last twenty years, progress has also been made in the adaptation of electronic computers to language problems. The feasibility of machine translations has been demonstrated, and, although numerous technical problems still remain, the dream of machines to translate Russian scientific works on a grand scale will probably be a reality within the next ten years. If so, the flow of technical information across the iron curtain will be greatly accelerated.

Machines can also be programmed to do various sorts of "clerical work," such as making word counts, compiling concordances, etc. Language research hitherto impractible because of the sheer paper work involved can now be carried out with relative ease.

These two developments put a new face on language teaching and language research; it may be hoped that improved knowledge about language will make possible more effective international communicaiion. If MSU is to be an effective agent in world affairs, it cannot afford to neglect language training and research. The proposals below suggest ways in which MSU can become active in these fields.

PROPOSAL:

That the MSU faculty embark upon a continuing study of foreign language training and requirements at both undergraduate and graduate levels.

JUSTIFICATION:

    1. While at most institutions some dissatisfaction is often expressed with undergraduate language courses and requirements, dissatisfaction with Ph.D. language requirements and their fulfillment is almost universal and highly vocal. Usually the language proficiency required is of a low degree; often tests are passed by cramming, and the student still lacks sufficient ability in a language to use it in his field; sometimes, in Alice in Wonderland fashion, the degree candidate fulfills the requirement only after completing the course work and dissertation for which the language was to be a tool. Guidance committees have even been known to allow a degree candidate to substitute for a language which would be professionally useful but which has not been studied, some language already learned which has no conceivable utility in the field; the pressure of scheduling and the more pressing need for other courses may be the thinly veiled excuse for this. In short, graduate language requirements are in most institutions a formality at best, and at worst a farce--in what passes as the country's highest level of education.

    2. New understanding of language teaching and learning indicate the necessity of reconsidering the objectives of language requirements and the means of achieving these.

    (a) Graduate requirements demand reading knowledge of the language concerned; most undergraduate requirements are aimed primarily at reading ability also. There is now some evidence (though the crucial experiments have never been performed) that a good reading ability is more efficiently achieved if initial emphasis is put on speaking ability (oral-aural approach) than if the grammar-translation method is used from the start. This might mean that some or all requirement-examinations should be oral-aural in nature, or that a speaking/understanding test for a given language should be passed before a Ph.D. candidate is allowed to take a reading exam.

    (b) There is reason to question--or at least to reconsider--the oft-repeated statement that language study is a valuable end in itself, even if it is never to be of specific use to the learner. There are, however, some general values to language study; perhaps most important is the fact that a person learning his first foreign language is suddenly made aware that other peoples and other cultures view the world differently than do speakers of English. The monolingual person is a culture-bound person; foreign language learning is probably the most effective way of beginning to destroy culture prejudices. The reasons for language study need to be re-examined; perhaps some of the goals at which language study aims can better be approached by other channels. For example, if the breaking down of culture prejudices is the prime goal, Ph.D. candidates in certain departments might better be required to take an intensive language-and-area training course in one culture than to pass reading exams in two languages.

    3. One particularly happy sign in the language field is the increase of foreign languages in the elementary schools. Within the next ten or twenty years, this increase may be expected to have two effects upon the university: (a) more language teachers will be needed at the elementary level, and (b) more students will be entering college with some previous language training. These facts must be taken into consideration in long-range planning of language requirements.

4. Different colleges within the University need to share each other's views of language requirements. All could benefit from a thorough survey of current thinking on requirements at other institutions, and the opinions of language teaching experts and psycholinguists should be of interest to all. While uniformity of language requirements throughout the University is not likely, and perhaps is not to be desired, it seems clear that each college would benefit from a knowledge of others' problems and solutions; and that, further, there should be some firm and coordinated purpose behind the language requirements of the University as a whole.

SPECIFICATION:

The Academic Council and the Graduate Council should intiate the formation of committees to consider--at length--the advisability of revising the language requirements at the undergraduate and graduate levels. These committees should investigate the positions taken on language requirements by other institutions, consult with language teaching experts outside the University, survey the field of language teaching below the college level, and, after considerable soul-searching, recommend changes in existing language requirements. Such committees might well sit for several years, and the final recommendations should aim at a long-term gearing of MSU's language requirements to the University's growing role in international affairs.

PROPOSAL:

That Michigan State University embark upon a continuing program of experimental studies of foreign language teaching methods.

JUSTIFICATION:

The teaching of foreign languages has been a problem of institutions of higher learning for many years. The problem expresses itself in many ways. One is the vacillation, the reconsideration, the modification of language requirements for undergraduates. Another is the dissatisfaction with the nature of the requirements and the level of skill obtained by doctoral candidates. Yet another is the language skill (or lack of it) of the faculty. Increasingly, demands are being placed upon the University to function in the international sphere. Almost always such demands implicityly ask for language skills among persons who are expert in other areas. All too often they lack the needed skills.

The problem also is reflected in the continuing controversy over methods of teaching foreign languages. Should emphasis be upon spoken or written form? Or upon both? How can language training be done more quickly, and with a smaller number of instructors? How can it be done in the tremendous number of areas which the modern world calls to our attention.

It seems clear that MSU must continue to serve its students by offering training in a variety of languages; and if MSU hopes to serve in the international sphere, it must serve faculty and staff to some degree.

It can certainly be suggested that there be additional emphasis upon language training at the primary and secondary levels of the American school system. But this recommendation, even if it were to be acted upon immediately would leave a sizeable task to the University. And since the long-term demand will apparently be for much more language training, it would appear that a considerable increase in elementary and secondary instruction would not meet the needs.

Even though immediate and long-term needs for language training exist, it is not immediately apparent what should be done about them. Should existing methodologies be continued? Should the University obtain new or additional traditional teachers of languages such as Indonesian, Chinese, and Arabic (the three highest priority languages according to Dr. Ralph K. White of USIA)? Should language requirements be changed at the undergraduate or doctoral level?

Not all of these questions are amenable to experimental research, but many smaller questions which are implied by them could be resolved through experimental methods. It seems clear that a continuing experimental program could answer many questions and could indicate some aspects of the course the University should follow.

SPECIFICATION:

MSU should acquire staff and make facilities available for experimental studies of language teaching methods. Numerous problems need to be investigated, for example:

1. What is the relationship between age and language learning ability?

2. What is the optimal length and spacing of learning periods?

3. What effect does general linguistic training have upon the learning of specific languages?

4. What effect does knowledge of one foreign language have upon the ease with which a further language is acquired?

5. To what extent can audio-visual aids be used to facilitate language learning?

6. What is the optimal rate for introduction of new materials (in phonology, grammar, and vocabulary)?

7. Do languages differ in inherent difficulty? How much do languages differ in apparent difficulty (depending on the native language of the learner), and what effect should this have on teaching methods?

8. What vocabulary should be introduced first? How carefully should vocabulary be controlled?

9. What is the best way of teaching a student to discriminate and recognize the sounds of a second language? Does the presentation of minimal pairs guarantee the recognition of sounds in context? Should articulatory phonetics be used as a way of teaching new sounds, or is simple imitation enough?

10. What is the optimal way of presenting a phonemic orthography and the standard spelling system of a foreign language? How long should any written representation of the sounds be avoided?

11. When new grammatical phenomena of the second language are presented, should a student learn them chiefly by induction, or should a formal linguistic explanation be given? What are the processes of concept formation involved in second language learning?

12. What are the relations of reading and speaking skills? Is it possible to become a fluent reader of a language if one has not become proficient in auditory comprehension of that language?[1]

IMPLEMENTATION:

To implement such a program, MSU needs (1) a linguist (preferably a psycholinguist), and (2) a person trained in education and testing techniques who has some language specialization. In addition to $15,000-$20,000 for such personnel, $5000-$10,000 would be required to carry on the appropriate experiments.

PROPOSAL:

To establish facilities for the teaching of foreign languages to MSU faculty members going to foreign countries.

JUSTIFICATION:

Many MSU faculty members go to foreign countries every year. The majority of these go as participants of ICA projects (to Viet-Nam, Brazil, Colombia, etc.) or of programs sponsored by the Ford Foundation or the Carnegie Corporation (to Pakistan, Latin America, Europe, etc.). Others go on individual research grants (Fulbright, Guggenheim, National Science Foundation, etc.)--often during sabbatical leave. In the academic year 1957-58,

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[1]Many of these problems are futher specified, and others described by John B. Carroll in "Foreign Language Teaching: The State of the Art" (Staff Research Memorandum, Training Aids Research Laboratory, Air Force Personnel and Training Research Center, Chanute Air Force Base, Illinois, 5 May 1954.)

116 faculty members went to twenty-nine different foreign countries on teach-
ing or educational assignments. It is highly probable, in light of MSU's
growing commitments abroad, that travel of this sort will increase greatly
in the near future.

It is generally agreed that for anyone spending more than a month or
so in a foreign country, some conversational knowledge of the language spoken
there is a necessity. The person without such a knowledge will be a poor
representative of MSU and of the United States, since, to a foreigner, his
attitude implies "Your contry is small, weak, and backward; I won't learn
your language because it isn't worth while, but you'd better learn English
if you want to get ahead." If this impression is to be avoided, MSU must
make some concerted effort to teach foreign languages to its representatives
abroad.

What facilities are available at present for language learning? The
faculty member going abroad has three alternatives:

1. If the language he needs is taught in the Foreign Languages Depart-
ment, he can sit in on the appropriate courses. There are three disadvan-
tages here:

(a). The hours of such courses often conflict with his regular duties.

(b). The intensive conversational courses (in French, German and
Spanish only) require more time (10 hours per week) than most faculty can
afford. In other languages, the best available courses are aimed at a
reading knowledge rather than at conversational ability.

(c). These courses all must be started in September: most people can-
not be sure of their plans for travel abroad in the following year so far
in advance.

2. He can try to learn the language by himself. Solitary study requires
very strong motivation, and in most cases a person begins to lose interest
after a few weeks, and so does not get very far. If he tries to learn the
language from books, it is likely that his pronunciation will be incompre-
hensible to native speakers of the language concerned; also it is unlikely
that he will ever get past the "translation" stage of speaking the language.
Tapes or records (which are expensive for the individual) will improve his
pronunciation and fluency, but even this method of language learning is dif-
ficult and inefficient, since the learner's pronunciation and grammar are
never corrected by a native speaker. In effect, many things learned with
some effort by solitary study will have to be unlearned when the person
reaches his destination abroad.

3. An unfortunately large number of people take this alternative, either
voluntarily or by force of circumstance: namely, to put off learning the
language until they reach the country where it is spoken. Once there, how-
ever, the press of business may lead such a person to give up the time-
consuming process of language learning--particularly if he finds he can get
along (how ineffectively he may not realize) by using interpreters. Even
the person who persists, and does in fact learn to speak the language, will

be nearly ready to return to the U.S. by the time he acquires such mastery. In the meantime, he will usually have failed to establish rapport abroad, and will have been at best an inefficient communicator and a poor representative of MSU and of the United States.

What then can MSU do to fulfill its obligation to itself, its representatives, and the United States in respect to language training?

SPECIFICATION:

1. Formal courses should be set up in the languages needed by MSU faculty member.

(a). The time schedule should be adapted to the schedules of the persons involved: e.g. evening classes might be most convenient for many people.

(b). The optimal shcedule might be two 3-hour meetings per week for two quarters, i.e. a total of 120 hours. Fewer total hours than this would still have some value, and more are desirable, but this is probably a reasonable compromise considering the regular duties of the personnel involved.

(c). The linguist-informant method should be used. Here the informant is a native speaker of the appropriate language: he is imitated by the students, and corrects their pronunciation and grammer. (It would often be possible to use as informants foreign students present on campus.) The linguist directs the learning process; he need not know the language initially, but can explain points of structure as necessary.

If only one or two people want to learn a particular language, it is probably too expensive to hire a full-time informant for them. In this case, extensive use of taped material in the language laboratory could be made under the linguist's supervision. There could be occasional meetings with an informant.

(d). Degree of competence to be expected from such a course:

(1). Complete control of the phonemic (sound) system of the language. (This means that a new word will be as managable as a new word in English: the person will be able to prononuce the word and ask what it means.)

(2). Control of the majority of grammatical patterns of the language (sentence patterns, methods of compounding, etc.). This will include all those of highest frequency (in conversation) and some of the less frequent ones. The degree of proficiency here will vary according to the language involved and its similarity to English; e.g., more patterns can be mastered in Spanish than in Viet-Namese in a given length of time.

(3). Automatic control (i.e., without conscious translation to or from English) of a small basic vocabulary. This would include all function words (like English the, a, is, can, and, more, very, yes) and enough

vocabulary to start conversations with near-native proficiency. The person trained thus will be able to order a meal, ask directions, use a monolingual dictionary in the language, etc.

(4) Not too much can be expected in the way of reading and writing ability for all languages: this will vary greatly depending on the kind of writing system used for the language.

(5) In general, the learner will have enough skill in the language so that after a few months in the foreign country he will be at ease in most conversational situations, e.g., a chemist will be able to engage in general conversation at the dinner table, and in technical talk about chemistry, but will miss much of what is said in a discussion of philosophy.

(e). It was stated that in the year 1957-58 116 faculty members went to 29 different countries: in these countries at least fifteen different languages are spoken. (73 went to countries where the major language is not French, German, or Spanish). Of these 116, some of course already knew the language involved; some were not sure of their travel plans far enough in advance to make language study possible; some also simply didn't think it worthwhile to study languages. But even if 50% of travelling faculty members are excluded for reasons such as these, a sizable number is still left of those who do want to study language: this number would certainly be increased by faculty wives who plan to accompany their husbands. One might estimate a potential demand for instruction in 6-12 languages on the part of 50-75 persons per year.

2. It would be well if some sort of administrative procecure could be set up for rewarding faculty language study before overseas travel: a reduction in teaching load before departure, or added pay upon return are possibilities in this direction.

3. If this program is as successful as may be expected, it might eventually be expanded to include (a) graduate students desiring a knowledge of a spoken language rather that the traditional reading knowledge, and/or (b) personnel from other institutions or from non-academic backgrounds whose travel plans, like those of MSU faculty, necessitate spoken language ability.

IMPLEMENTATION:

The following are needed to implement a minimum program in line with the above:

1. A linguist (to be engaged in this project full-time) $6,000

2. Informants in the appropriate languages, usually
   available on campus at moderate cost. Perhaps $450
   per course of three or more students   2,250

3. Records and tapes in the appropriate languages
   (usable indefinitely with proper taping procedures.)   250

4. Use of the language laboratory of the Division
   Science and Arts. If more than six hours per week
   are needed, it would be necessary to hire an extra
   laboratory assistant.   1,500

   Total cost per year: instruction for perhaps 60
   people in three languages: $10,000

A program which would better meet the probable demand for a wide range
of languages necessitates the addition of a second linguist.

   Total cast per year: instruction for perhaps 100
   people in as many as six differnet languages: $16,000

PROPOSAL:

   That Michigan State University develop a research program in machine
analysis and translation of language.

JUSTIFICATION:

   Translation of materials from one language to another has always been a
problem in the area of science, in the area of diplomatic relations and prop-
aganda, in business--in fact, in every phase of inter-relationship between
cultures having different languages. A variety of attempts to solve it have
been made in the past. One of these is the creation of artificial interna-
tional auxiliary languages such as Volapuk, Esperanto, and Interlingua. Even
though tremendous efforts have been expended upon artificial languages, they
have produced little effect. Probably a central failing of this approach is
that the rewards for gaining mastery of such a language are insuffieient. It
seems impossible to get sufficient materials into the new language or suffi-
cient individuals with a command of it to create a viable language community.
Further, artificial languages suffer from most of the ills of natural lang-
uages. It is true that they can be made more rational, more systematic and
somewhat easier to learn and use but the gain has never been suffccient to
overcome the smallness of the immediate rewards for their use. It is inter-
esting, too, that the attempts to develop artificial language have at times
been thwarted by development of contesting groups on national or ideological
grounds. Esperanto, for example, was plagued by a communist-non-communist
division.

   Machine translation offers the hope of circumventing the disadvantages of
the auxiliary language approach. It is now possible for some language pairs to
produce word-for-word translations by means of hi-speed electronic computers.
This approach turns over to the machine the job of looking up words in a
machine dictionary and produces a kind of rough draft which includes all of
the possible translations of the words of the original manuscript. From this
point, a considerable amount of work must still be done by the human, but his
task has been substantially reduced. In any event, certain minimum "trans-
lations" can be made right now and at several institutions work is being done
to improve this method.

It is interesting to note that Russia is expending a major effort upon this problem and, according to Professor Wrigley, is near a break-through.

The obvious need for means of translation which reduce human labor is not the only justification for concern with this subject matter. It seems clear that much additional knowledge of the communication process within a single culture, as well as between cultures, could be obtained from extensive machine analysis of languages. Language is a form of human behavior which has significant regularities which we understand all too imperfectly. One of the barriers to gaining increased understanding has been the time-consuming, tedious problem of accumulating data aout the structure of language. For example, straightforward counts of words or other units have many potential utilities, but are exceedingly time-consuming to produce accurately. The modern hi-speed integral computer seems an excellent way to solve this and other problems.

Michigan State University has MISTIC available--a computer which seems ideally suited for this kind of work. Professor Wrigley indicated that when the new magnetic drum memory is installed, MISTIC can handle up to 5,000 words in a "two-language dictionary." This capacity appears to be of the order being used fn present machine translation work. Further, MISTIC operation time is quite far from potential. It would appear possible to process a fairly large volume of work.

As well as having a computer and computer time available, Michigan State has several faculty members with a strong interest in machine analysis and translations, including persons in Psychology, English (linguistics), and Communication Arts.

Attention to the translation problem alone would obscure the full range of benefits which ould be expected from such a research program. Analysis of English itself should yield data which would be useful to educators interested in teaching reading and writing at elementary levels to professionals dependent upon their skills as writers and speakers, and to communications resear searchers who seek to develop more knowledge about the communications process. Our own language--like any language--is a kind of record of the verbal behavior of the entire language community. A better understanding of it would yield a better understanding of human behavior broadly.

SPECIFICATION:

Following are some suggestions how research in machine translation might be initiated:

a. Programming, machine dictionaries, and other materials would probably be available from universities already working on the problem.

b. Research should be undertaken toward the development of more economical "dictionary search" procedures. Despite the very high speed of computers, language translation requires so many operations that more economical means of search are necessary.

c. Development of micro-dictionaries. Many translation problems are concerned with fairly limited vocabularies. In order to attack them by the machine method, it is necessary to develop micro-dictionaries covering the specialized subject matter. This problem itself could be solved through machine methods in which specialized materials would become "input" to the machine through a simple typing process. Word count data could then be obtained indicating the composition of the micro-dictionary.

d. General word count data. Most of the English language word count data which are used today are based upon studies made one or two decades ago, and by sampling procedures which are in some respects questionable. Present machine methods described in the paragraph above are such that new word count data could be generated relatively economically. This material would be of value in working on the machine translation problem and would also be valuable in any other fields not directly concerned with international communications problems.

e. Stylistic Analysis. There is considerable evidence that stylistic variations are involved in whatever effects written or spoken communication. Many of these variations are amenable to quantification by simple counting which can be done by machine. Then the familiar correlation and factor analysis techniques might be used to demonstrate more clearly the dimensions of style. This, in turn, would lead to the ability to conduct experiments with different kinds of messages having a much greater knowledge of the nature of their variation, one from another.

IMPLEMENTATION:

The following are needed to implement the above proposal:

1. The hiring and/or assignment of a machine translation specialist and a computer programming specialist.

2. Hiring of an ethno-linguist or a psycho-linguist.

4. The acquisition of materials in languages under study.

4. The provision of research funds for these individuals. A relatively modest budget could make possible considerable research work since MISTIC is available without charge and since the conceptualization and development of problems would be the task of the persons suggested above. It would be necessary, of course, to set aside a major portion of their time for this work.

5. A linguistic center, or committee, or other administrative organization should be set up to facilitate this research, since the individuals involved in it would reside in several different departments.

6. If the above personnel were counted as full time research persons, in addition to our present staff, an expense in the vicinity of $25,000 to $30,000 a year for personnel could be anticipated. In addition, if funds amounting to $5,000 to $10,000 a year were made available for research, labor, and supplies, this group could make a major contribution within the next five to ten years.

7. Availability of persons. Persons of the qualifications necessary to work on such a project are relatively rare. Nevertheless, they are sufficiently available to develop a pool of individuals at Michigan State University. The Illinois Institute for Communications Research is producing young Ph.D. candidates with interests in, and competences in this area. M.I.T. also has persons available. Private industry might also be a source of personnel. IBM, for example, has done some work in language analysis. Individuals with technical skills but possibly lacking in academic training, might be available from such sources.

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SUBCOMMITTEE ON CROSS-CULTURAL SOJOURNERS

GENERAL STATEMENT

Each year countless persons journey from one country to another. In doing so, they are agents of cross-cultural communication: they make observations about the host society, they tell their friends what they have seen, and they make impressions on members of the host society. What they see and how they are seen may reflect accurately the real world or it may not, but right or wrong, the information so communicated may have an impact on either society or both.

The present report is concerned with research on a set of social types engaged in cross-cultural communication. Collectively we have called them "the sojourners". What we mean to convey is that, contrary to other social types of cross-cultural communicators, these types usually communicate orally or non-verbally rather than by way of mass media, they live at least for a time in a society other than their own and their communications are not directed by the government of their own or the host society. Perhaps the most easily recognized sub-types are scholars, tourists, missionaries, and families of "official" travelers. But all persons who reside in a foreign country fall into the definition at least part of the time. Some of their communicative acts do not involve the mass media and are not directed by a government. This means that other types may be added: military personnel, representatives of governments, international technical co-operation personnel, and refugees.

In the remaining part of this report our concern is with proposals regarding each of these sub-types. But there are certain general topics which refer to all. First, we need to learn who is affected by the sojourner; the host society, the home society, and the sojourner himself. Second, we need to learn the kind of effect that takes place: cognitive (either national images or technical information), motivation (attitudes or values), or behavioral. Third, we need to learn which of the effects are recognized and which are not recognized, and by whom.

It is important that we have answers to the questions posed by these problems for several reasons. (1) As a nation we are greatly dependent upon the good will of other lands. To a considerable degree this good will is determined by the aggregate of impressions made by our sojourners abroad, and upon similar sojourners in this country. The research programs proposed will contribute to our knowledge by showing what kinds of and under what conditions different national images develop. (2) Michigan State University is itself engaged in extensive international work. We need to know the conditions under which staff personnel can be most effective in their work of teaching and being taught by other nationals, both in the United States and abroad. Because our personnel abroad and foreign scholars here are both sub-types of cross-cultural sojourners, it follows that the research proposed will aid Michigan State in its international work. (3) General theory of international communications will

be furthered by a better knowledge of the cross-cultural sojourner. The development of general theory must be one of the main objectives of any scholarly program. Research on the Cross-cultural sojourner will contribute to this aim.

It is evident that the research problems on each of these sub-types are vast. No one research agency can hope to answer all the questions raised by any one of them. Indeed, a number of research agencies have worked together to compile information concerning only one of them, the foreign student in America. It follows that Michigan State University cannot expect to cover more than a portion of the problems presented herein. The purpose of this report is merely to describe the problems and to indicate what steps would be necessary to begin work on them. It is our hope that such a description will give a general focus to several specific studies in this area now being conducted by Michigan State University staff members, and will suggest new studies that may be conducted by staff members and graduate students.

THE MISSIONARY AS AN INTERNATIONAL COMMUNICATOR

JUSTIFICATION:

For centuries some of the major religious systems of the world have been engaged in long range cross-cultural communications. They have devised alphabets, compiled dictionaries, made illiterate peoples literate. They have learned a great deal about their host societies and they have stimulated members of their host societies to learn about new parts of the world - even to travel to regions previously unknown to them.

Their objective is to gain converts, that is, to communicate so forcefully a segment of their own culture that the segment is adopted by those with whom they communicate. But there are doubtless many other communications taking place at the same time. The impact of the missionary's experience on his home society is debatable, but his impact on the host society may be extensive. These facts we know in general, but we have only the most meager verified research knowledge of the missionary as a cross-cultural communicator.

SPECIFICATION:

We need to learn the degree to which specific societies are being influenced by missionaries of different religious systems. We need to know, too, exactly of which the influence consists. Total research on

this problem would involve not only contemporary but also historical research on the extent of missionary activity in bringing literacy, compiling dictionaries, changing belief systems, changing values, and of behavioral consequences of these changes.

Research on such a scale does not appear to be feasible here. What Michigan State University can do, however, is to recognize the need for such work and facilitate the attempts of its staff to do it. Particular research problems will include the following:

(1) Communication of National Images. The missionary is frequently one of the only representatives of his society seen by the host society. If our assumption is correct that personal experience with a foreign national conditions perceptions of the nation, it would appear that in some countries the missionary may be the main basis upon which the host society's images of his nation are built. Thus it is important that research be undertaken to measure the effect of the missionary on his society's image to the host society.

The missionary is also the main communicator of images of the host society to the home society in some instances. Generally, it appears that the natioanl images taught in American churches grossly misrepresent the character of the peoples to which they refer. We need to know the kinds of images which are in fact communicated to the home society by the missionary.

(2) Communication of Technical Information. The overt religious belief system is not the only technical item communicated to a host society by the missionary. Other items include medical knowledge, literacy (in order to read the sacred books), and methods for controlling the supernatural figures of the religion. This information will be needed if we are to have a complete understanding of the missionary as an international communicator.

(3) Communication of Motives. Most of the great sociological thinkers have stressed the integrative functions of religion in its parent society. As such, it reinforces the major values which in turn support the secular systems of the society. If this is true, then it is to be expected that the missionary will teach many secular values. Of considerable importance to societies attempting to industrialize are those values which are believed to support rational economic activity: consciousness of time, frugality, and the desire for achievement, to name a few.

If the social thinkers who have stressed the importance of such non-rational motive-systems for rational economic behavior are correct, then the Christian missionary may loom as a more important figure in the industrialization of the non-Western world than we have believed. It may be hypothesized that the economic advisor provides the material by which development may take place, but that the missionary provides at least part of the motivation to use the materials so provided. Staff members who wish to do cross-cultural research on this problem should be encouraged to do so.

(4) <u>Behavioral Consequences.</u> A considerable amount of literature
reports that missionary activity has behavioral consequences. The
missionary always has recognized certain of these, but there are others
of which he is unaware. If the sociologist is correct when he tells us
that the religious system of a society is the main integrative mechanism,
then to the extent that the missionary is successful in replacing the
old religion with a new one (not all religions attempt this), he will be
disintegrating the secular systems of the society. We need to continue
research on this important aspect of social change.

IMPLEMENTATION:

As is true of other parts of this report, the study of the missionary
is a large topic. Moreover, there appear to be few scholars who are both
equipped and disposed to conduct careful empirical research in this area.
For these reasons we are not proposing that a full scale research program
on the topic be undertaken. Instead, we merely wish to point out the
importance of the problem so that individual staff members and graduate
students will receive support when they express a desire to do such work.
Costs of specific studies may vary widely. Anthropologists may be able
to complete some phases for as little as $5,000 per year. Quantitative
studies, using trained research teams will probably vary upward from
$25,000 per year per study. Support for these studies may be provided
by one of the major foundations or by one or another of the religious
denominations.

MILITARY PERSONNEL AS INTERNATIONAL COMMUNICATORS

JUSTIFICATION:

For a decade and a half the United States has had troops scattered
over many parts of the globe. We know in general that these persons are
communicators of information and misinformation between the host and the
home societies. We do not know, however, what is their exact impact on
either society. We can guess that the attitudes conveyed in such terms
as "gook" for all Far Easterners have made for a feeling of inter-cultural
estrangement. There appears to be little published unclassified data on
this subject, but it is of great importance. If Americans are to make
accurate decisions about the use and training of overseas military per-
sonnel, we will have to have objective, public information on which to
act. Similarly, if MSU's staff are to work effectively with peoples who
are in contact with large numbers of troops, they will need to be aware
of the international images communicated by them. Finally, possibly

excluding refugees, military personnel provide perhaps the only large group of cross-cultural sojourners that is predominately lower middle and lower class. The impact of these people on the host society and on the lower strata of the home society is probably different from that upon the upper and middle class of cross-cultural sojourners. Thus such a study will contribute uniquely to the development of theory of international communications.

SPECIFICATION:

It is doubtful that military personnel, in their roles as cross-cultural sojourners, learn or teach much technical information, that they are important in the development of motive systems, or that their impact on the institutions of the host society is very substantial. Probably their most important communicative functions concern international images.

We need careful studies of the influences of the GI on each of the societies in which he is stationed. The studies should be conducted both within and without the immediate area in which he is located, so as to learn whether this influence is general or local. These studies should delineate the exact images of America which result from the presence of military personnel. They should show the cultural, political, and military conditions under which such images vary.

In addition, studies should be made of military personnel communication with persons in the United States. These studies should focus on the images of the host societies which are dissimenated by military personnel. In particular, their families' and friends' images of the host society should be studied before and after the images have been communicated to them. Particular attention should be paid to social class variations in national images so learned and communicated.

IMPLEMENTATION:

This is a project that is probably too large (and perhaps too controversial) to be conducted on the full scale it deserves. But it is an important topic, both practically and theoretically. For this reason the University should be ready to support and encourage concrete research proposals that staff and graduate students may make in the area. Thorough study of the topic would probably amount to millions of dollars. Specific studies in individual countries doubtless would cost upwards of $25,000 per year. Support for these projects may be provided by foundations or by the Federal government.

FAMILIES AS INTERNATIONAL COMMUNICATORS

JUSTIFICATION

Throughout the known history of the world most migration has been a group rather than an individual phenomenon. The basic social unit of most migrating groups is the nuclear family. As in past centuries, there is considerable family migration today. A large portion of such family migrants fit the definition of cross-cultural sojourners. To a certain degree they are carriers of information and misinformation from one society to another. This characteristic is shared with other cross-cultural sojourners, but they differ from others in important respects. (1) They include many women. It is believed that most of the other cross-cultural sojourners are men. The image of a society communicated to a host society by adult males is probably quite different from that communicated by females and children. (2) Like tourists, most families who go overseas do not have a specific job to accomplish. Unlike tourists, they often reside in one place for a considerable time. These factors will give dependents a different prospective on the host society than is given to other cross-cultural sojourners. (3) Those who are semi-permanent residents may influence the host society in at least two ways. (a.) They may form colonies who interact only with others like themselves. This may make them appear to be unfriendly to the host society. (b.) If they do not form colonies but interact with members of the host society, they will provide the latter with a more realistic image of the domestic life of the home society than they would have had otherwise.

For all such observations, we have little more evidence than anecdotes and imagination can provide. There is a hint that a certain amount of scientific evidence on these people has been collected by the Federal Government. If so, it is mostly classified information. A great many such families go abroad from the United States. To the extent that these people have a unique influence on international relations, it is in the national interest that clear evidence of the extent and nature of this influence be made public. Only then will we have the means for deciding how to cope with the effects of this sub-type of cross-cultural sojourner. Also, it is in the interest of the University that such data be collected. A large proportion of the University's overseas personnel take their families with them. MSU needs to learn what impact these people have at home and abroad in order to assess accurately what the total effects of its programs are. Finally, because of their peculiar position in host societies, family units should be studied for theoretical purposes: their communication effects are likely to diverge considerably from those of other cross-cultural sojourners. Data on this sub-type thus will contribute to general knowledge of international communications.

SPECIFICATION:

Communication of National Images. Doubtless, these people have effects

on national images. They occupy a unique role among cross-cultural
sojourners because of their sex and age compositions, because of their
semi-permanent residence in the host society, and because they often
lack interest in the host society. We need to learn the nature and
extent to which these factors influence the host society's images of the
home society. Also, we need to know what are the unique effects of these
factors on host society images transmitted to friends and relatives at
home. Again, the nature and extent of these effects are unknown.

IMPLEMENTATION:

As is true in the case of the other sub-types of cross-cultural
sojourners, research on families as international communicators is too
large a topic to be adequately treated by one institution. The University
has in its behavioral science departments a number of staff members and
a supply of graduate students qualified to conduct such studies and many
could be carried out by individual scholars if the money is available.
Such studies are probably expensive. They involve research abroad and
at home; their costs are great for travel. It is doubtful that an ade-
quate project could be executed for less than $25,000 per year. If such
money can be obtained, however, the research would be great and important
in developing an understanding of this important channel of international
communication.

TECHNICAL ASSISTANCE PERSONNEL AS
INTERNATIONAL COMMUNICATORS

JUSTIFICATION:

The role of technical assistance personnel in communicating techni-
cal information is dealt with in a report of another sub-committee.
Their communication acts, however, are not restricted to messages directly
relating to official missions. They, like others who journey to foreign
lands, are informal agents of communication during much of their time.

There are literally thousands of such persons abroad during the
present period. About 5,000 have been in the United States alone during
the past year; during the same time perhaps a corresponding number of
Americans have been abroad in a similar capacity. Many other nations
in Western society have programs corresponding to those of the United
States. As is true for the other cross-cultural sojourners, we know in
general that these persons probably exert some influence (apart from
their technical functions) on their host and home societies. We need to
learn the exact nature and degree of this influence.

Whether or not the United States is one of the societies involved
in specific communicative acts, studies of these acts should be of practi-
cal utility to the International Co-operation Agency, the Department of
Agriculture, etc., because they will yield information about the actual
impact of the technical assistance worker. Such studies will be useful
to the University in that they will provide a sound basis for training
overseas personnel. Finally, they will contribute to the theory of
international communication in that they will be an addition to know-
ledge about the cross-cultural sojourner.

SPECIFICATION:

(1) Communication of National Images. The technical assistance
person may communicate national images both to his host society and to
his home society. The impact of this probably differs according to
whether he is a trainee or a worker. The trainee usually remains in the
host society for a short time, participating in a limited sector of the
host society. If he spends his time in the host country with a group
of his fellow workers, as is true of many, he probably does not influence
the host society greatly, but may have considerable impact on host society
images held by his family, and co-workers when he returns home. If he
spends his time not in a group, he probably will have more contact with
and influence upon a few members of the host society, as well as upon
his home society. If he is a worker in a host society, he will have
contact with two quite different segments of the host society; middle
class administrators and low class workers. His influence on the images
these people have of his home society may differ according to their
social positions. If such difference exists it is important to learn
its nature. As a result of this contact with two such widely disparate
classes, the national images he communicates to his home society may be
quite different from those communicated by one whose observations are
limited to only one social class.

(2) Communication of Motives. The technical assistance person may
not influence motive systems to any substantial degree. However, under
some conditions this may be possible. Theoretical work shows that levels
of aspiration are influenced by the belief in the possibility of achieve-
ment. For this reason, it would seem that repeatedly successful attempts
to improve economic practices may raise the aspiration levels of members
of the host society. If it exists at all, this type of influence pro-
bably is not great. But if it occurs, we should know about it.

(3) Behavioral Consequences. Highly successful technical assis-
tance work may upset the balance of other segments of local social systems.
Attempts to change economic systems should be accompanied by studies of
the social systems of the area. The objective of such work is to predict
what change will ensue in other segments of the system. We need to know
the general conditions under which this occurs. While anthropologists
and others have made a certain amount of progress on this topic, we are
still far from being able to predict the stream of consequences following
particular changes in particular systems.

IMPLEMENTATION:

The sub-topics in this area can be implemented with relative ease. There are a number of staff members of the University who are interested in these problems, and there have been a few studies on some of them, particularly in the section entitled "Behavioral Consequences". The Department of Sociology and Anthropology, a few members of the Department of Psychology and the Communication Research Center, are involved in considerable technical assistance work, so we have a ready source of subjects and locations for study.

Again, what is needed is the money to make such studies possible. Since they involve travel, they will be expensive. But since their practical usefulness is perhaps more apparent than is true of some of the other studies of cross-cultural sojourners, the money may be more readily available. The major foundations, International Co-operation Agency, and Michigan State University itself, may be sources for support of these studies.

TOURISTS AS INTERNATIONAL COMMUNICATORS

JUSTIFICATION:

By far the greatest number of cross-cultural sojourners are tourists. Even in a year described as a recession year, the numbers of American tourists going abroad will exceed totals for any previous year. The particular characteristics of tourists are that: (1) They are very short term sojourners. (2) They have little or no work or career oriented objectives in the travels, (3) Their contacts with the host culture are of an informal and non-official nature.

Probably for the bulk of the population in a particular culture, contacts with tourists form the greatest part of face-to-face contacts with foreign persons. Except for a few sporadic reports (some of which are classified), very few research reports have appeared on the impact of tourism on national images and motives. Some bits of evidence appear from time to time in news reports and satirical cartoons. Most of these establish the American tourist as a stereotype quite unfavorable to the United States. It may be that instead of actual contact, the host culture may in large part derive its impressions from the mass media about the actions and behavior of tourists.

SPECIFICATION:

Establishment of a medium-term (four to five years) study of the tourist as a communicator. This will involve not only Americans abroad but foreign tourists in the United States. The project probably will settle upon a few selected cultures picked not only for their crucial role in international affairs but also from the standpoint of sheer numbers visiting the countries. The kinds of questions to be asked are the following:

(1) What national images are transmitted by tourists? What kinds of behaviors lead to what kinds of impressions?

(2) What is the impact of foreign travel on the tourist himself?

(3) What kinds of persons make up the travel segment of any population?

(4) What is the impact of the tourist on the home community?

(5) What kinds of aid can be derived in building a theory of cultural contact?

IMPLEMENTATION:

The project would require a team of researchers both American and foreign. Perhaps the best way to implement this project would be to tie in with agencies which have a deep interest in these affairs--e.g., USIA, Department of State, Tourist Industries. A grant of $25,000 a year over five years would probably cover salaries of two principal investigators and required help.

FOREIGN STUDENTS AS INTERNATIONAL COMMUNICATORS

PROPOSAL:

That Michigan State University embark on a research project concerning foreign students which follows the complete cycle of selection and decision in the home country, stay abroad, and return to home country.

JUSTIFICATION:

There have been a number of studies which have concentrated on what happens to foreign students during their stay in the United States. From these studies, an adjustment curve has been interpolated, this curve generally falling into a U shape. Interpolations from discrete studies where many cultures have been studied leaves some doubt as to the nature of foreign student experience in relation to country of origin, expectations upon return, and other factors. So far as is known, no study tracing the developments of students from home country situation back to home country situation has been accomplished using the same students.

The same can be said for American students abroad. Here even fewer studies exist. The complete cycle for Americans involved in foreign study can also be helpful in deriving some theory of cultural shock and adjustment concerning persons with educational aims. Background material for foreign students in the United States exists in a number of sources but perhaps the most concerted efforts have been made under a series of grants made by the Social Science Research Council. Even here, the main emphasis has been the impact of American residence on foreign students themselves. A few scattered studies exist of impact of the home culture on the foreign student after he returns and even fewer studies on the impact of the foreign student on his home culture.

Findings from such a project would enable us (1) to substantiate or modify conclusions drawn from piecing together separate studies, (2) to accomplish long range planning in charting curricula for foreign students, and (3) to pin-point in detail the kinds of problems involved in foreign student exchange.

SPECIFICATION:

The research project would be two-pronged. First, we would study foreign students coming to the United States and second, we would study Americans going abroad. The project is a relatively long term one in that complete cycles for students might range from two to ten years.

The following segments would be accomplished under such a research project:

(1) Selection of cultures from which fairly large numbers of students come to the United States. Selection of cultures to which a large number of American students go.

(2) Liaison with selection agencies here and abroad to garner subjects for study.

(3) Pre-departure research to entail aspirations and expectations of subjects, social background, psychological characteristics,

kinds of selection procedures involved. Also involved would
be expectations of subjects upon return to the home culture.

(4) Research while subject is abroad. A series of studies to
spot changes in aspirations and expectations, kinds of communi-
cation problems involved, rate of acculturation.

(5) Research after subject has returned. A series of studies to
trace kinds of contacts and accomplishments of the individual.
Some measures of his aspirations and some measures of home
community expectations of this individual would be accomplished.

IMPLEMENTATION:

A team of researchers, probably recruited from various campuses
as well as foreign researchers, would tackle this problem. Costs of
such an undertaking would probably run about $50,000 a year for salaries,
travel, and other expenses for a ten year period. In large part, the
size of grant would be dependent upon the number of cultures picked for
study.

PROPOSAL:

That a research project on key communication personnel in foreign
student work be launched.

JUSTIFICATION:

It is often the plaint of foreign students that those whom they
see as key personnel in their work on the campus are not sensitive to
their problems. It is true that such complaints are heard from a great
many students, be they foreign exchangees or not. However, the American
student has the option of switching advisors, seeking other persons.
The foreign student is most likely to be channelled to one person with
no recourse to any other. This is especially true on campuses where
there is only one foreign student advisor.

So far as is known, no specific career patterns exist for persons
interested in foreign student work. This is not surprising since the
demand for such persons is such that there has been no need to emphasize
training for a great number of personnel. On the other hand, informa-
tion about people who have gone into foreign student work is lacking.
Generally, these persons are selected to act as foreign student con-
tacts in addition to their other duties. A great many are selected
because of connections with the foreign language departments of their
institutions. Many feel that they should keep attachments with a
"home" department for career advancement purposes.

In the training of future intellectual elites, such key persons
as the foreign student advisor take on an importance far beyond their

actual numbers. The kinds of influence they weild, the kinds of advice they give, the kinds of procedures they institute have far-reaching effects on the foreign students.

SPECIFICATION:

The research project to be launched will include the following objectives:

(1) Who become foreign student advisors? Characteristics of present foreign student advisors.

(2) What career patterns exist for these persons? Is there a channel of advancement and recognition for persons who undertake this task?

(3) What training have these persons received?

(4) What are relationships to the rest of the academic community? Is the post of foreign student advisor a high prestige position?

(5) What are attitudes of foreign student advisors toward foreign students and what are attitudes of foreign students toward such advisors?

(6) What kinds of staffs exist to minister to foreign students and what are their qualifications?

(7) What long-range recommendations can be made as a reults of the findings from such a study?

IMPLEMENTATION:

Such a project will be on a nationwide basis and may need a full time person. Counting salary, administrative expenses, travel, data analysis and processing, such a research project cuuld be done under $20,000. The project is important enough to start immediately since the ultimate objective of the study is to devise plans for long range planning in the selection of key persons and foreign student exchange.

PROPOSAL:

That Michigan State University explore the possibility of setting up training programs for foreign student advisors and others involved in contacts with foreign students.

JUSTIFICATION:

With increasing numbers of foreign students coming to the United

States, the demand for adequately trained persons to serve as foreign
student advisors will grow. However, there is little prospect of the
demand becoming so great that special curricula will be established
within the degree-granting policies of any institution. There is the
possibility that some courses might be established within established
areas (e.g. counseling and guidance) to give some training. There is
need for formal orientation and training for those concerned with
foreign student work.

SPECIFICATION:

MSU should investigate the feasibility of sponsoring or encouraging
the establishment of training programs to give foreign student advisors
some common bases of action. Such a program might be held during each
summer session possibly on a rotating basis from campus to campus.
Some of the subject matter orientations might be:

1. General description of state of foreign student exchange.

2. Social and cultural backgrounds necessary to put student
   problems in perspective.

3. Adjustment cycles of foreign students' given cultures from
   which they come.

4. Organizational procedures.

IMPLEMENTATION:

A small grant of money from a foundation might start the program
with trainee fees expected to cover a great deal of subsequent costs.
The possibility of having the parent institution pay for the training
of the persons who are foreign student advisors might be explored.
The summer session should be able to draw a distinguished faculty from
MSU as well as from other sources.

PROPOSAL:

That Michigan State University establish a planning panel for
foreign student activities to function as a source of guidance, research
and long range planning for academic as well as non-academic foreign
student affairs.

JUSTIFICATION:

At the present time there are over 400 foreign students on the MSU
campus. If we can project from past figures, there will most likely be
a slow increase in this number. At present, also, there is only one
person, the foreign student advisor, who is commissioned specifically to

minister to the needs of these 400-odd students.

Since these students are here on degree objective goals, it may be argued that the student's academic advisor in his field provides sufficient personal attention to the student. However, success in attaining educational objectives depends in large part upon the student's success in fitting into the larger social environment. Unfortunate circumstances (such as instances of isolation and prejudice) may affect performance in the formal academic situation so that maximum educational gain is not attained.

If foreign exchangees are assumed to become part of an intellectual elite after returning home, then it is mandatory that they receive (1) high caliber academic training and (2) maximum opportunities to learn of American culture. The notion is not one of propagandizing the student, rather it is one of recognizing that special problems may arise for these students which require careful and sympathetic consideration.

SPECIFICATION:

The panel will be charged with the following duties and related activities:

(1) Investigation and research on physical facilities and their compatibility to foreign student needs. (Housing canvass, food in dormitories, establishment of cross-cultural lobbies in dormitories, etc.)

(2) Investigation and research on non-academic contact. Foreign student invitations to visit American homes usually bunch up on American holidays. There is some evidence that very few, if any, invitations are extended other than these special days. The panel might seek means to systematize visits--solicit them on a year around basis.

(3) Solicit and receive funds for short or extended trips for foreign students.

(4) Advise the foreign student advisor on student problems.

(5) Provide continuing orientation to foreign students.

(6) Plan and promote utilization of foreign student talent in academic and non-academic affairs.

(7) Investigate hiring of foreign students to partake in orientation of MSU faculty and students going abroad (i.e., as native speakers, cultural specialists, etc.)

(8) Conduct on-going research on experiences of other academic institutions in handling foreign student activities.

IMPLEMENTATION:

A suggested composition of such a panel is the following:

(1) Foreign student advisor

(2) One member from higher administration

(3) Three faculty members

(4) One student member from the American student body

(5) One foreign student member

(6) One or two members from the community at large

Sufficient funds should be secured to get released time in part for the faculty members involved. The panel should have a basic budget to carry out its activities and should solicit research funds when worthwhile projects develop. Faculty members should be persons of considerable personal influence in the academic community. Support of the panel and its activities should be explicitly stated in higher administration pronouncements.

Such a panel may be the first step in systematizing procedures for foreign students on campus. In many ways, the foreign student is a special student who requires planning above and beyond that required for American students.

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SUBCOMMITTEE ON NEWS AND PROPAGANDA

I. Introduction

In the age of nuclear weapons, it is fruitless to talk about war as a means of implementing policy. It may well be desirable to maintain enough force in being to deter war, but even the most "limited" war is so likely, under present technological and psychological conditions, to spread into total disaster that only the most irresponsible persons would initiate it.

From now on, international relations must be conducted only by the two major means that are alternatives to war: (1) thoughtful programming of world economic and social development, and (2) thoughtful programming of world communication policy. The aim of economic and social policy would be to reduce drastically the insecurities that arise from maldistribution of economic opportunity, of individual and social prestige, of human rights, and of other key values.

However, economic and social development cannot be achieved at all, however great the desire, unless adequate attention is paid to the development of the necessary communication skills and communication media. There must, for example, be adequate language training, so that those who plan policy can master the necessary background materials and can communicate freely at international conferences. Likewise, those who administer and implement the agreed plans must be able to work in international teams, read the necessary technological and administrative writings, and issue instructions in the required languages. Probably what is needed, in addition to far more study of the so-called "world languages" (Chinese, English, French, German, Russian and Spanish), is a very greatly expanded body of persons who can use one or two world languages plus at least one of the less-common languages used in the less-industrialized countries.

The communication pre-requisites for world economic and social development cannot be met, however, merely by expanding the number of persons who have been trained in more than one of the needed languages. There must also be creation of a network of media designed to carry on the requisite exchanges of expert opinions and of technological information. There must be publication of the agreed policy decisions and of the administrative plans that flow from such decisions, and these must be published in forms understandable and acceptable to the various social and cultural groups involved. The needed media include international conferences that are very much better planned and conducted than those that we have today. There needs to be a streamlining of existing news and wire services and of training of correspondents, so as to increase the expertness and completeness of their coverage of development activities. Probably it will be necessary to establish a group of new, world-oriented periodicals edited in the necessary multiple languages by international boards of editors who stand somewhat above the particular

national interests of the individual countries involved.

Obviously, policymakers, educators, and administrators would have to play a lively role in order to bring such economic, social and communication developments about. In order to convince policymakers of the feasibility and desirability of peaceful world-wide development, it would be necessary for researchers and educators to complete and disseminate a great deal of basic and applied research concerning the values, wants, economic potentials and communication habits of a number of major countries and cultures that at present are only dimly understood by policymakers in the West.

Michigan State University appears to be in a good position to take useful action in these regards. As a landgrant institution it is inherently oriented toward performing service functions as well as research functions with respect to the less-developed areas. Indeed, through several projects abroad, it already has some experience in this.

However, since Michigan State University alone does not have the facilities to accomplish all of the needed work, it is felt that this institution would make the most useful contribution at present by taking the initiative in convening an annual Inter-University Conference on World Development. This conference should be open to faculty and administrative representatives of all interested learned institutions and governmental agencies in the United States and abroad. Among those present, of course, should be representatives of the United Nations Economic and Social Council and of the United Nations Specialized Agencies.

The central aims of the Conference would be:

(1) To focus the attention of the public and of leaders on the problem annually;

(2) To develop the needed intellectual resources, especially in the form of international inter-university co-operation;

(3) To develop the intellectual solidarity required to stimulate world-wide university concentration on the needed research and teaching; and

(4) To attract promising young people of university caliber to service, teaching or research in this field as a career.

Each annual Conference could present a series of recommendations concerning a reasonable division of labor on the required work for the next few years, in the hope of voluntary adoption by the competent institutions.

The present memo deals only with some of the communication studies, that would be needed in addition to relevant economic, sociological and administrative analysis.

Successive sections below deal with studies of communications at

SUBCOMMITTEE ON VALUES

PROPOSAL

That Michigan State University initiate and maintain a continuing study to identify and classify the values and value orientations held by people of various countries and cultures, with particular emphasis upon determining how the saliency of value in specific situations may vary with cultures.

JUSTIFICATION

Communication, as human interaction, occurs in a variety of contexts. These contexts facilitate or hinder the exchange of meaning and control the efficiency and effectiveness of the communication act. Of the many contexts involved, one of the most--if not the most--important is the context of values in, about and with which the communication is associated.

As we look to more and more cross-cultural communication, we note varying degrees of inadequacies in existing models and concepts of the communication process. For instance, models which depend upon shared or common experiences as predictors of communication success are difficult to apply in those cross-cultural communication situations where common experience does not exist. Even when it does, the common experiences may not be salient, relevant, or sufficiently intense to promote success.

On the other hand, it seems possible to argue that as dynamic elements of communication, values (a) structure and trigger the attitudes and beliefs held by both communicator and receiver, and (b) structure and govern the predispositions and perceptions of both communicator and receiver with respect to any event and of each other. Similarly, other values may relate to the treatment of the message and the channel through which it flows.

This idea suggests that a value context approach to understanding communication is as appropriate and potentially productive in a single country or culture as it might be in a cross-cultural situation. If so, then the cross-cultural situation provides opportunity for the study of this communication element or phenomenon in an expanded or enlarged scale in which significant differences or variables may more readily become apparent.

Some of the approaches and conjectures leading to an understanding of values and their role suggest both the need for the systematic study of values and a multitude of possibilities likely to emerge from it. For instance:

Kenneth Boulding (1) describes a person's image of value as being "concerned with the rating of the various parts of our image of the world, according to some scale of betterness or worseness....It is almost certain that most people possess not merely one scale of valuation but many scales for different purposes.....The motion of a hierarchy of scales is very important in determining the effect of messages upon the scales themselves....What this means is that for any individual organism or organization there are no such things as 'facts'. There are only messages filtered through a changeable value system."

Bruce Smith (2) points up some of the key cross-cultural differences in value constellations (profiles or orientations) in industrial and non-industrial areas: Illiteracy means that certain values are missing; some of the central values are slow tempo, politeness, and religion. "We could use much fuller information on the relative intensities and priorities with which the different strata in the various cultures concerned pursue such values as social mobility, physical courage, profit-taking, the sharing of wealth, self-govrrnment, the respective roles of the sexes and the respect due older age-groups."

Bohlen, et al (3) state, "Man, born into this world an acting being, goes through life responding to stimuli innumerable times in each of his waking hours. Each of these responses are unit acts. A unit act is the smallest common denominator of human behavior. It consists essentially of two parts, an end or goal to be attained and a means of technique for its attainment. The ends or goals of any man's actions are not randomly determined. There is a consistency in them. The framework which provides this consistency is what is known as his value orientation or more loosely, his philosophy of life....It is within this broad framework of values on the ends of objectives we want to attain and the acceptable means to attain those ends that we begin to seek answers to what makes people act--what motivates them--what makes them tick?"

Charles Morris (4) studied the attitudes of six different national cultures toward 13 possible "ways to live", and identified five common value dimensions underlying men's valuations of the good life. These dimensions were: Social restrain and self control; enjoyment and progress in action; withdrawal and self-sufficiency; receptivity and sympathetic concern, and self-indulgence or self-enjoyment. His work opens the door to a variety of related investigations.

Richard Prince (5) drew upon Spindler's classification of American values as traditional and emergent and Getsel's distinctions between sacred and secular values in a study of leadership in schools. He found that the extent of agreement in values held between teachers and principals has a significant relationship to the teacher's confidence in the principal's leadership.

SPECIFICATION:

All of the foregoing suggest that any program of study and research into values and value orientations should embrace at least the following elements:

1. Inventory, abstracting, and integrating of the pertinent literature, with appropriate analysis of the resulting data for implications and applications in cross-cultural communication.

2. Basic sutdies directed at learning:
    (a). how to identify values
    (b). how to measure intensity of values
    (c). how to measure or predict salience of specific values in specific situations.

3. Basic studies directed at determining:
    (a). how values are acquired
    (b). how values are shared
    (c). how values affect aspects of human behavior.

4. Means for reporting and interpreting the results of these studies in ways to encourage their application and use in the international programs of the university and for sharing this knowledge with other institutions and agencies.

IMPLEMENTATION

Such a research program as suggested here might logically be undertaken under the supervision of any one of several existing MSU research centers or bureaus. The inter disciplinary nature of the subject indicates desirability of an interdisciplinary approach.

Within the institution, there are a great number of opportunities for initiating some basic work on values; first, with selected segments of the student body; second, with larger elements of the student body; and third, after refinement of techniques, with foreign students on the campus and through the international operations of MSU.

The amount of money involved annually on such a project would depend upon the scope of the operation, ranging from a minimum of $15,000 to $20,000 a year upward. Such a minimum figure would provide a professional research worker, perhaps a graduate assistant or two, and the necessary clerical and statistical assistance.

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