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Study Abroad in the Eighties

Edited by

Deborah J. Hill

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4782 Brodribb Court, Box D
Columbus, Ohio 43220

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Printed in the United States of America

ISBN: 0-936645-00-8

Library of Congress Catalog Card Number: 85-063097

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INTRODUCTION

The American Association of Teachers of Spanish and Portuguese (AATSP) thus far has sponsored three meetings in their series of "Conferences on American Academic Programs Abroad." A fourth meeting will be announced before the end of the decade.

The first conference directed by Enrique Ruiz-Fornells of the University of Alabama, was held in Madrid in 1978 and attracted some 70 participants. In 1980 a second conference was held, this time at the University of Nebraska at Omaha. In addition to sessions on Spanish and Portuguese language programs, special sessions were devoted to German, Italian, French, Slavic and East European International Programs.

The essays contained in *Study Abroad in the Eighties* were selected from among lectures delivered at the Third Conference on American Academic Programs Abroad which took place at the University of Navarra in Pamplona, Spain in July of 1985.

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Study Abroad in the Eighties is directed at anyone involved in the planning and implementing of study abroad programs as well as teachers, who often themselves return to the foreign classroom periodically to upgrade their language skills or to broaden their horizons by means of an international experience. It is hoped that this collection of essays, representing personal accounts written by experts in the field of study abroad, will offer insights on key issues which have become increasingly evident in the publications and conferences of the 1980s.

Section One is concerned specifically with program

design. Professor C. Eugene Scruggs discusses the reciprocal exchange program between the University of South Florida and Paris VII and explains how travel and site-seeing is integrated into a typical course. The establishment of an international exchange program at the University of South Florida has increased the enthusiasm for foreign language study on the home campus as well.

The 1980's has witnessed innovations in the internationalizing of the community college, discussed by Professor Espadas. Since students at the small college are often "characterized by a low degree of global awareness," the challenge is perhaps greater for the two-year college professor attempting to internationalize the campus. At Wesley College, redesigning the curriculum to include more courses on foreign cultures and the recruiting of foreign students provided a more international atmosphere on campus.

In contrast to the small program, Armando González-Pérez, director of a large and well established program at Marquette University, shares some secrets of low-cost advertising and recruiting techniques and leads us through the procedures of a typical year's schedule of events.

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One of the most important recurring theme in the 1980s is that of improvements in the quality and dimensions of the curriculum. Section Two, therefore, is concerned with curriculum design, the maintaining of academic standards, and the criteria for the earning of academic credit. Professor Reading provides an insightful account of his experiences in Latin America with international programs administered through the University of Pittsburgh. He discusses his experiences arranging family

stays and promotes the establishment of programs in smaller communities rather than large metropolitan areas. Also informative is his explanation of the required pre-trip course which orients students to the history, culture, literature, and general characteristics of the country they will visit.

Professor Bretz outlines a more specific tactic in designing an effective program in her experience with students at Rutgers University. Challenging students to prepare relevant research projects, students embark on information gathering missions which force them to integrate with native speakers, encouraging them to research in libraries and newspapers as well as to develop interviewing skills.

Professor Geitz argues for the affiliation with a foreign university as well as a rigorous academic standard. He believes that too often compromises are made in standards in order to establish a program. Too often few or no pre-requisites such as minimum GPAs and adequate language preparation are required of students for program participation. He believes that some credit-granting institutions rely too heavily on the "experiential learning" and not enough attention is paid to the academic side of the study abroad program. Professor Geitz concludes with a suggestion that it is perhaps time to establish a national accrediting board to evaluate study abroad programs.

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Another area of continued concern for those involved with international education is the rising costs of financing such programs. This is particularly true in light of recently proposed federal tax cuts which could ultimately affect the amount of money available for Students Loans.

Study abroad is sure to be an early victim of financial constraints on education funding.

For this reason Section Three in *Study Abroad in the Eighties* is concerned with low cost financing. Professor Van Fleet, while pointing out the limitations on the part of the institution of financing the study abroad program, notes that program financing must begin with an international attitude. A university must first have an interest in adding an international dimension to the institution. Professor Van Fleet examines tuition considerations in showing how to relieve some students of the extra cost of study abroad. He also considers the role of the director, including mention of the fact that, for the director, the experience of leading a program abroad is sometimes unsupported and unrewarded by departments or schools.

A look at the Marist Abroad Programs explains how study abroad often costs the same as or less than the same amount of study on the home campus, especially thanks to a system of scholarship donations, indicative of the college's support for study abroad as a valuable experience for highly qualified students. The reader can follow the procedure followed at Marist for recruiting, accepting, and orienting their students.

Professor Tracy offers some advice as Assistant Director of the Office of International Programs and Services at the University of New Mexico. He notes how some costs can be absorbed by a university that is supportive of study abroad and shows that high standards can still be maintained in spite of low cost financing.

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Despite studies which promote the value of an international experience, "value" is often measured in terms of

cost concerns. Professor Eustis concludes the text with a discussion of the value of study abroad for the student and the director. Especially concerned with the summer program, his observations are also valid for longer programs. He comments on the length of the summer program, curriculum considerations including optional or required travel, and housing questions; all issues which can determine the success or failure of the short term program.

The 1980s has witnessed the call for a need to expand the international dimension of education with increasing concern. For many, understanding and cooperation among the nations of the world is seen as an answer to problems we might confront in the future. With this in mind, it is hoped that *Study Abroad in the Eighties* will make some small contribution to that end.

Deborah J. Hill
Columbus, Ohio
March, 1986

ABOUT THE AUTHORS

MARY LEE BRETZ is an Associate Professor at Rutgers, the State University of New Jersey. She has traveled extensively in Spain and Portugal and has directed the Rutgers Study Abroad Program in Spain and Portugal during the summer of 1984.

ELIZABETH Q. ESPADAS, Professor of Modern Languages at Wesley College in Dover, Delaware, has been involved with projects concerning the internationalization of the curriculum and foreign language curriculum development since 1981. She has served as NEH Consultancy Coordinator and currently is the team leader for a project to integrate multicultural components in courses throughout the curriculum under the auspices of a grant from PENN/PaCIE. She has previously taught at Lincoln University, Franklin & Marshall College, and the University of Delaware and has published articles and read papers at professional meetings on a variety of topics from Spanish and Spanish-American contemporary literature and foreign language pedagogy.

CHRISTOPHER EUSTIS is Associate Professor of Spanish and Portuguese and Head of the Department of Foreign Languages and Literatures at Virginia Polytechnic Institute and State University (Virginia Tech), in Blacksburg, Virginia. His experience abroad includes a summer in Mexico studying at the *Universidad Nacional Autónoma de México* as an undergraduate, and a year in Spain in the Middlebury College M.A. program in Madrid, and as a recipient of a Fulbright-Hays Study Grant to Spain. He also spent a summer studying and traveling in Portugal. At Virginia Tech, Dr. Eustis founded and directed on four occasions the Virginia Tech Summer Study in Spain Program, in Madrid. He also is a member of the Virginia Council on Study Abroad.

HENRY GEITZ is National Teachers Seminary Professor of German and Associate Director of Academic Programs Abroad at the University of Wisconsin- Madison. His involvement in study abroad extends back over some twenty years for Wisconsin's programs in Germany at the University of Bonn and at the University of Freiburg, where he has served as Resident Director. He currently shares responsibility for programs throughout Europe, in the Near East, in South America and Asia. His ongoing teaching duties involve German languge, literature and culture studies.

ARMANDO GONZÁLEZ-PÉREZ, after his undergraduate education at Vanderbilt University, received his Ph.D. from Michigan State University with a specialization in Medieval Spanish and Afro- Hispanic literature. At Marquette University, where he has taught since 1970, he served as Resident Director in Madrid in 1971-1973 and in 1975-1977 and has served as Administrative Director for six years. In 1976-1977 he served as the Director of the Conference of American Programs in Spain and in the same year was chairman of the *Reunidas* programs at the University of Madrid.

DEBORAH J. HILL is a graduate of California State University, Long Beach and the Florida State University. During her undergraduate studies in Spanish language and literature she studied and taught in Mexico and the Panama Canal Zone as well as participating in the Rollins College Summer Program in Madrid and Cal State's Junior Year Abroad in Spain. From 1977-1985 she has led six study and travel programs in Spain and France, most recently for the Ohio State University where she is currently an instructor.

JEPTHA H. LANNING received his B.A. in English from Marist College in 1953 and his M.A. in English from St. John's University in Queens, N.Y. in 1960. In 1972 he received the Ph.D. in English from the Catholic University of America in Washington, D.C. He taught at the International School in Fribourg, Switzerland on a sabbatical in the spring of 1969 and has served as Assistant Director for the Marist Abroad Programs in 1979-1980, assuming the Directorship in 1980.

REID R. READING received his Bachelor of Arts degree from the University of Utah, and Masters of Arts and Ph.D degrees in Latin American Studies and Political Science, respectively, from the University of Wisconsin at Madison. He is Assistant Dean of the Faculty of Arts and Sciences, and Adjunct Assistant Professor of Political Science at the University of Pittsburgh.

Professor Reading teaches courses in United States foreign policy, international relations and Latin American politics. He was the first faculty participant in the Undergraduate Certificate Program, established in 1972 by the Center for Latin American Studies at Pittsburgh. He has personally directed the winter term seminars and spring session field components of the Certificate Program on five occasions (with travel to Colombia, Ecuador and Brazil) and has

conducted intercultural communications research in conjunction with the field trips during the last seven years (in Colombia, Guatemala, Mexico, Brazil and the Dominican Republic).

A Fulbright fellowship afforded Professor Reading the opportunity to teach at the Federal University of Ceará, in Fortaleza, Brazil from July to December of 1983. His latest publication is *Confrontation in the Caribbean Basin: International Perspectives on Security, Sovereignty and Survival*, co-edited with Professor Alan Adelman, and published by the Center for Latin American Studies at the University of Pittsburgh in March of 1984.

Professor Reading will assume the Executive Directorship of the Latin American Studies Association (LASA) when the LASA Secretariat moves to the University of Pittsburgh in July of 1986.

C. EUGENE SCRUGGS holds a Ph.D. from the University of Kentucky and is Associate Professor of French language and literature at the University of South Florida. He is currently the director of the University of South Florida's exchange with the University of Paris VII, as well as director of the University of South Florida's summer study tour and fall academic term in Paris. He has recently published *Charles Dassoucy: Adventures in the Age of Louis XIV* and is writing a book on historical and contemporary French civilization and culture.

BRUCE TRACY earned his Ph.D. in English from the University of New Mexico where he currently serves as director of the Office of International Programs and Services. From 1971 to 1982 he taught English Literature at Eastern New Mexico University in Portales.

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EXCHANGE AND STUDY PROGRAMS FOR UNIVERSITY PROFESSORS AND STUDENTS

C. Eugene Scruggs
Director, USF Study Programs in France
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The internationalization of American university c puses is a recurrent theme in educational literature. In the specific area of foreign language teaching, the issues focus on ways to brin, a sense of realism and actuality to the classroom. While use of the target language to the fullest extent in the classroom is desirable, it is clear that a single-teacher model is hardly sufficient to create "real life" situations for the learner. Students need a variety of native-speaker models. Tapes and films can partially fulfill this need, but their artificiality often mitigates against their effectiveness. "Live" target-language models are certainly preferable. For this reason, university-level language programs are considerably energized when native speakers mingle with American students in classes, cafeterias and clubrooms. Enthusiasm is also higher when American students with firsthand experience of a target culture or language return to participate in on-campus coursework. In order to increase the numbers in both these groups—native speakers and Americans directly exposed to the target culture—a university foreign language program should work to establish a variety of links with countries whose languages and cultures are being taught.

Taking steps in this direction, the University of South Florida and several foreign universities have established

professor and student exchange programs. These programs are complemented by numerous summer study-travel programs to foreign countries on three continents. In addition, semester-long study programs have been initiated in France (Paris) and Spain (Madrid). Each of these study or exchange programs has an impact on the University of South Florida's Division of Language and on the university's overall efforts to internationalize the curriculum. But because space here does not permit a discussion of all these program offerings, the University of South Florida's links with France will serve to illustrate the ways in which cross-cultural ties can be developed and maintained between universities.

The University of South Florida initiated a reciprocal exchange program with the University of Paris VII in 1974. Each year since that time, the University of South Florida has hosted two professors from Paris VII and has selected two of its own professors to teach and conduct research in Paris. Prior to 1974, the University of South Florida had only an occasional random exchange of individual professors on a one-for-one basis. The official inter-university accord with Paris VII was negotiated in order to establish more permanent and purposeful ties. It provides the University of South Florida with an opportunity for continuity in its exchange efforts with France, and makes possible educational and cultural breadth and depth not otherwise obtainable. Over and above the immediate objective of expanded research opportunities for both institutions, the reciprocal exchange between the University of South Florida and Paris VII provides a framework for specialists in a wide variety of disciplines to develop their intercultural and linguistic skills. Over the past ten years, a broad range of disciplines from a number of colleges (Natural Sciences, Social Sciences, Arts and Letters, and Fine Arts) has been represented in the exchange.

Because of the recent yearly diminishing budgetary resources in traditional exchanges of faculty in the State of Florida's university system, this inter-university link-up necessarily provides an almost completely self-financing means of maintaining valuable exchange relationships. The participating universities continue to provide a home-salary to their overseas representative during the exchange period. In addition to their home-salary, professors receive from the host university a cost-of-living supplement. The Fulbright-Hays Commission also formally promotes such direct inter-university linkings, first offering travel grants to participants in officially recognized exchanges in the same year that the University of South Florida and Paris VII signed their accord.

In addition to the exchange of teaching and research faculty, another primary goal of the University of South Florida/Paris VII accord is to provide an opportunity for the exchange of qualified graduate students. Masters-level students from Paris VII spend a full academic year at the University of South Florida, assigned to teach in the French section of the Division of Language. Graduate-level students from the University of South Florida spend a year at Paris VII as *lecteurs* associated with the *Institut d'Anglais Charles V*. In order to enrich the undergraduate program, every effort is made to select University of South Florida students who will be able to return to the Tampa campus to spend at least one additional year as teaching assistants. Because of this annual graduate-student exchange, two native French students and at least one American graduate student with a year's experience at Paris VII teach in the first-year French program on the Tampa campus during any given term.

Student participants in these exchanges inspire and assist other teaching assistants as well as students of French at all levels of undergraduate and graduate work.

These exchangees form the nucleus of the University of South Florida's French Club and often function as its catalyst. They tutor and act as resource persons for matters of culture, lifestyle, music, politics and slang. Their enthusiastic chatter in French throughout the halls of the College of Arts and Letters is often emulated by native American students in upper-level French courses.

The student component of the exchange allows graduate students from the University of South Florida to study with Paris VII professors. This university provides full academic programs in the humanities, social sciences, natural sciences and some areas of fine arts such as cinema and theatre. Because the exchange is fully interinstitutional, University of South Florida students may take any course at Paris VII for which they are intellectually qualified and for which they possess the necessary linguistic skills. The instruction is mainly in French, requiring those students who are selected to have a good foundation in that language. However, one department of the university, the *Institut d'Anglais Charles V* (the Institute of English and American Studies), conducts most of its courses in English. Humanities and social science courses, as they relate to an understanding of Britain and the United States, are offered in this institute. University of South Florida students studying in these areas are able to begin their coursework with limited ability in French, and as their French improves, they may move into other departments of the University of Paris VII where all lectures are in French.

University of South Florida faculty are often able to teach in the Institute of English and American Studies since instruction is done in English. Natural science and mathematics courses at the doctoral level may also be taught in English since the students know the language and frequently use American or British textbooks. How-

ever, for the most part, University of South Florida professors who teach in departments other than the English Institute must bring their linguistic skills to a level which will permit them to lecture in French.

While graduate student exchangees teach for an entire academic year, faculty exchangees both in the areas of teaching and research normally participate for only one semester. The exchange of faculty must be adjusted to conform to the radical dissimilarity of the two universities' academic calendars, and as such, the professors cannot be exchanged concurrently. The University of South Florida has two semesters, the first beginning in late August and ending in early December and the second beginning in early January and ending in late April. Paris VII has two terms as well, but the first begins in mid-October and ends in mid-February. The second term begins in late February and ends in early June. To resolve this scheduling disparity, Paris VII faculty come to the University of South Florida for the fall semester only, and University of South Florida faculty go to Paris for the spring term only.

Travel grants are available to teaching faculty as well as to researchers from both institutions, but student exchangees have no official source of travel support. They also may confront considerable differences in registration and academic evaluation procedures in the foreign institution. Consequently, as part of the University of South Florida/Paris VII accord, both institutions agree to resolve problems of equivalencies and credits. Since the cost of tuition is much greater at the University of South Florida than it is at Paris VII, the former university waives all tuition for the students from France.

Augmenting the benefits derived from the reciprocal exchange programs, the University of South Florida supports a summer study-travel program which continually

increases the ranks of undergraduate students with at least a five-week experience in one or more French-speaking countries. This study-travel program offers credit in international studies and in French civilization. The number of credits varies and is determined by the number of investigative projects successfully completed by a given participant. As a prerequisite for acceptance into the program, students must have completed one year of university-level French or must possess at least the equivalent knowledge. Because of the confidence which derives from having lived even a short while in a francophone country, participants in our summer study-travel programs feel much less hesitant to use French in the classroom when they return to the Tampa campus. Furthermore, participants return from their experiential learning program able to speak with considerably more confidence about France and French society. They know much more about the "deep culture" of the country than do their peers who have not had the experience of living in France.

Prior to departure, students complete reading assignments and participate in several hours of orientation workshops. Once in France they are required to attend daily lectures and to participate in various group activities. Moreover, an assigned list of historic sites guides them in exploring at their own pace and schedule. Requisite activities include visits to the National Assembly, the *Palais de Justice*, the Senate Chambers and a *café théâtre*. Students are also required to immerse themselves in French media—newspapers, magazines, radio and television. At the end of the program they then document their experiences, visits and explorations in written essays.

The summer study-travel program is headquartered in Paris, and many group and individual activities in Paris are similar to those of the average visitor. However, the University of South Florida program guides the students

through experiences which are much less common, even for many native Parisians. As students become familiar with Paris, they may pursue their individual interests. They may choose to jog to the *Jardin du Luxembourg*, row a boat on the lake in the *Bois de Vincennes*, picnic in the park at *Buttes Chaumont* and search for the graves of literary and artistic personnages in the *Père Lachaise* Cemetery. They can watch a game of *pétanque* on the floor of the *Arènes de Lutèce* and later watch the weaving of a tapestry at the Gobelin factory. Participants are also encouraged to visit such sites as the botanical gardens of the University of Paris, as well as such ultra-modern commercial centers as *Le forum des Halles* and *La Defense*.

During their stay in Paris, students also pursue activities as a group, taking one-day excursions to nearby places such as *Malmaison* (where Napoleon compiled the *Code Civil*), Versailles (both palace and grounds, along with a hike to the *Hameau de Marie Antoinette*), Fontainebleau Palace and Park, St. Denis (burial place of French monarchs since the days of Charlemagne), and Chartres, where they visit the cathedral and tour the remains of the fifteenth-century section of town. After a two-week initiation to Paris and the *Ile de France*, the University of South Florida study group then takes extended excursions to regions such as the Loire Valley, Brittany, Normandy and Alsace. Such excursions provide the students with a chance to appreciate some of the great geographical and cultural variety of France.

The success of this summer experiential learning program has recently led the University of South Florida to add a third component to its exchange and study programs. This component comprises a full semester of study in France, including both formal classroom training and experiential learning. Because the classroom is *in* Paris,

the classroom also *is* Paris, the Parisian environment naturally reinforcing classroom activities. The students live in a *pension* near the *Jardin du Luxembourg*, about five blocks from the *Alliance française*, or if they choose, they may be assigned to live with Parisian families through the *Hôte payante* program.

For several years before the establishment of the fall study term, many University of South Florida students studied at various institutions in France independently of any organized group, transferring their credits back to the University of South Florida. With the initiation of the fall semester in Paris, there is now a growing, structured and more comprehensive academic term available to students at all levels. Although the program remains modest in terms of numbers, it has been highly successful in terms of results for individual participants and in terms of the enthusiasm it generates among students of French and international studies on the Tampa campus.

Prior to leaving the University of South Florida, fall-term participants are given a diagnostic test which enables them to be placed at an appropriate level of ability in language courses at the *Ecole internationale de langue et de civilisation française* of the *Alliance française*. Courses are structured in our-week units, providing students with exposure to as many as three native professors conducting classes entirely in French. During the first month of the term (September), participants take a two-hour course in French each morning. In October, they may take an intensive language-study unit which meets for three and a half hours each day. During the third four-week unit (November), most participants return to the two-hour regular course because many of them are enrolled in special directed-study projects chosen from a variety of disciplines. Each participant is offered the option, as part of the fall curriculum, of arranging a directed study with a

University of South Florida professor in a major or minor field. Areas which particularly lend themselves to this kind of activity are international studies, political science, mass communications, and art history.

Students are also required to enroll in a class in French civilization taught by the University of South Florida professor who accompanies them. Afternoon and day-long excursions are integrated into this civilization course. Just as the environment reinforces the acquisition of the target language, it also brings to life the historical and cultural material presented in the civilization course.

All three exchange and study-travel experiences available to University of South Florida professors and students—the teaching exchange, the summer experiential learning program, and the fall academic term—form new patterns of behavior and new ways of thinking. The participants are enriched, and when they return to classes at the University of South Florida Tampa campus, they in turn help to create a more international atmosphere here. These opportunities to live, study and teach in France develop awareness on the part of both students and faculty of the significant role which they can play in internationalizing their local campus. Their contributions help to invest a sense of "real life" and actuality into the classroom and throughout the campus.

INTERNATIONAL STUDIES AND STUDY ABROAD OPPORTUNITIES IN THE TWO-YEAR COLLEGE CURRICULUM

Elizabeth Q. Espadas
Department of Modern Languages
Wesley College

The two-year college setting has all of the difficulties of the four-year institution with several distinct or exacerbated problem areas. The two-year college, unlike most senior institutions, derives the majority of its student population from the local area. When it is in a major urban area, its diversity is guaranteed. But stimulating interest in foreign languages and cultures in the rural and smalltown atmosphere, characterized by a low degree of global awareness, is a major challenge and requires a deliberate strategy on the part of the faculty to achieve a modicum of success.

A second notable difference between two-year colleges and larger institutions is observable in the profile of the typical student. Two-year colleges are often the choice of the shy, socially and emotionally immature student who is reluctant to study far from home and family. This type of student is often a "late bloomer," a characteristic that may be compounded by a less than ideal high school background. A significant number of these students come from high school tracks that are not truly college preparatory. Typically, therefore, first-year language classes consist primarily of true beginners with no previous foreign language study in junior or senior high school. In addition, many students have never studied world history

beyond classes on American history and civics. Thus, the foreign language teacher plays an extremely important role in introducing these students to a substantially neglected dimension of their education.

A third problem encountered at two-year colleges derives from the nature of the institution itself. Many two-year colleges, both public and private, have seen in recent years an erosion of their liberal arts base in favor of an increasingly technical and vocational program of study, long a major component of the two-year college. A quick review of the two-year curricula in my institution revealed that, other than the liberal arts transfer program, no programs required foreign language study. About half required a two-course history sequence (which could be chosen from United States history or western civilization) and offered their students 6 hours of free electives over the four semesters. This is an extremely critical issue to the whole problem of foreign language and international study, as these fields require a significant investment of time to reach reasonable proficiency. Even when the student comes with two years of high school study, it is necessary to study foreign languages far beyond the six elective hours. Ideally, we of the humanities faculty in my college would propose an amplification of the liberal arts base. Practically, we are outnumbered by the 40 percent business block, to which anti-foreign language elements from social sciences, natural sciences and mathematics add their support to vote down such measures.

The perpetuation of an anti-internationalization trend can be subtle but effective. It might, for example, take place behind the closed doors of the advisement process. Because so many of the faculty are opposed to any increase in foreign language study, the solutions must be very indirectly achieved and will be very gradual in coming. The crux of the problem of expansion of international

studies and study abroad opportunities is, then, the improvement of not only student, but also faculty attitudes toward the internationalization process. When the majority of the faculty can see the benefits of such experiences, a climate is created for encouraging multicultural study in all forms.

Neither our new emphasis on internationalization nor our problems as a two-year college are unique. In an article in a recent *Chronicle of Higher Education*, (April 24, 1985), Karen J. Winkler reported on the annual meeting of the American Association of Community and Junior Colleges, where the trend to internationalize was identified among the member institutions. The great benefits to both American and foreign educational establishments were enumerated at that meeting, including the idea that the community-based model of education could be of vast usefulness in developing countries of the Third World as they seek to educate their burgeoning populations. The need for international exchange to occur on the "mass level" in addition to the current "graduate elite level" was also a major topic of concern.

The two-year college has, then, a unique role to play in the educational arena, not only in the United States, but throughout the world, and this role can be realized through efforts such as ours to internationalize the curriculum. The following paragraphs outline several major issues as well as some suggestions, based on my own experiences, which may alleviate their impact.

1) To address the interrelated problems of the erosion of the liberal arts base and the tightly-restricted vocational curricula, we are initiating several different approaches in the realization that we cannot reach all the students through a single, broad effort under current conditions. First, we are working to raise student and faculty

awareness through a long-range effort to internationalize the curriculum.

This project was spearheaded by foreign language and humanities faculty, but now attracts interested colleagues in Business, Social Sciences, Computers, Continuing Education, and so on. Having grant monies available for faculty development purposes and for small projects stimulated interest among the mildly-committed. Thus, we are slowly gaining support, if not among all, at least among some of our colleagues in other divisions. We are establishing links through interdisciplinary programs, ranging from a foreign film series, to talks on global issues such as "Hunger" or "Nuclear Weaponry."

The second part of our multipronged project is an exchange program geared to two-year curricula. We have chosen John Abbott College, near Montreal, as our first exchange institution because of its academic compatibility, English instructional medium, and geographic proximity that does much to contain costs. Often students who study for two years at a community or other two-year institution and then transfer to an upper-level program have generally not been able to meet the requirements of study abroad programs. Our exchange program is designed to allow students from both institutions to progress normally in their curriculum, earning all credits in their home institution and paying their home tuition rate. After two years, we have seen considerable benefits to both institutions and to the individual students. It has proved to be an excellent tool for recruitment and retention at Wesley, and the student participants from both schools have been outstanding role models for their classmates. Our first two participants both won large scholarships to senior institutions to study international relations after their experience as exchange students at John Abbott College.

2) Wesley College takes several steps directed at the socialization and academic maturation of the "late bloomer." These measures include small classes, individualized attention, academic and personal counseling, support systems, a special freshman orientation course during the first semester, and faculty availability. In the past, any students who fit this general profile chose the General Studies curriculum, a broadly-based but unfocused program requiring 12 hours each in Fine Arts, Humanities, Social and Natural Sciences and Mathematics. We have undertaken a bold, and perhaps somewhat risky step in eliminating this curriculum as of fall 1985, replacing it with an Undeclared Major, a more structured core that will require either eight hours of foreign language study or three specified globally-focused humanities and social science courses (nine hours). It is hoped that more students will choose to fulfill this requirement through foreign language study than the number that was formerly required to do so in the Liberal Studies Transfer or who could elect to do so under the General Studies program. This change could increase our potential pool of language learners considerably, as the General Studies curriculum at times has reached 20 percent or more of the student body and the Undeclared Major is expected to follow the same trend. We feel that the new structure will be doubly advantageous to our students in that it places emphasis on global awareness and on more structured requirements, a trend at many senior institutions today. While our changes parallel the four-year colleges', the goals are accomplished in the more nurturing and supporting environment of the two-year college, which will ultimately benefit the students in their development.

3) Through the efforts of our Committee on International Study, we were able to target foreign student recruitment as a high priority when the Long-Range Plan-

ning Team made its recommendations. The recruitment of foreign students has proved an effective means of diversifying the student body. In the past two years we have hosted an ESL Institute for Saudi Arabian technicians and have since achieved close to 5 percent foreign student enrollment in our regular academic programs. This is very different from our previous enrollment which numbered only one or two students per year.

In order to recruit foreign students we are utilizing both overseas United Methodist churches and alumni living abroad to help us in disseminating information to potential students. In addition, we have made contact with American schools at overseas military bases, taking advantage of our proximity to Dover Air Force Base. Through our membership in the National Association of Foreign Student Advisors, we have been able to increase recruitment of foreign students searching for an institution in the United States that fits their personal and academic needs. Here, our image of "Main Street America" can be turned to an advantage, as many foreign students prize an authentic experience of our country.

One special benefit we have realized from the presence of international students from Hispanic and Francophone countries is their positive interaction with American students in the foreign language classroom. Not only do they personalize the culture they represent but they are most helpful as informal tutors. There has been a dramatic increase in faculty support for additional foreign student recruitment because of the positive impact these students have had as academic role models in the classroom as well as their contribution to enlarging our student body in times of shrinking pools of college applicants.

4) The last major element on our attack is curriculum development at home. During our self-study for our National Endowment for the Humanities Consultant Grant

(1982–1983), it became apparent to us that our curriculum was woefully neglectful of other cultures. We initiated a two-pronged approach: the creation of a limited number of new courses examining different areas of the world, and the addition of globally focused components in various existing courses. We were fortunate, in times of limited funds and new hiring, that both Modern Language faculty members have broadly-based backgrounds through the Ph.D. level that include preparation in the social sciences as well as humanities. I developed a 2-semester sequence, history of the Hispanic World, and my colleague, following a summer of study in Canada, will offer an Introduction to Canada, that will also be required for subsequent participants in the John Abbott exchange. Because of the new courses developed in the social sciences by humanities faculty, communication and ties between the two divisions have been strengthened. This has done much to ease tensions and promote more harmonious working relationships with that division, that had distinguished itself in recent years as "anti-language." Inquiries about foreign language courses on behalf of their advisees have increased. The decline of negative attitudes on the part of advisors should aid in making more of their students language learners.

Interest in interdisciplinary activity is also growing in the Business Division. Most of the voluntary foreign language enrollments also come from business students, who typically are from the large Eastern cities and who are more aware of the Hispanic and other foreign language residents and their importance for business interests. Two years ago I developed a course in business Spanish to tap this source, together with specialized courses aimed at other divisions too: medical-scientific Spanish for the Nursing Program (our strongest curriculum) and Spanish for the Human Services, aimed at both Social Sciences and

Education. I have been gratified by the strong motivation that these students have displayed as language learners, as well as by the gradual increase in enrollments. Since then, each year one or two students have also decided to take the standard second-year course (normally taken by Liberal Arts students) as an elective, giving evidence that this is another avenue to reach potential language learners. The groundwork is also being laid for additional institutional exchanges (faculty and student) as well as for student internships both here and abroad that will focus on global problems.

Despite the difficulties, I believe that there is a need for creative approaches to international studies at the two-year college level and significant benefits to be derived. The steps I have enumerated are practical, achievable, and labor-intensive, but perhaps more importantly, low-cost. Through them, we aim to contribute to the personal and academic development of our students in order to serve them well as they move on to other institutions of learning and to the various walks of life.

THE ROLE OF THE ADMINISTRATIVE DIRECTOR IN A SUCCESSFUL YEAR ABROAD PROGRAM

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In 1985 the Marquette Study Center celebrates its 20th anniversary as a year-abroad program. I have spent the last 11 years at Marquette University working in the program's development, both as Resident Director in Madrid and as Administrative Director at the home campus in Milwaukee. This article will deal with the role of the Administrative Director, and various ways to present a year-abroad program to prospective candidates in a shrinking market.

The Marquette University year-abroad program began its operation in 1965 when it joined other American universities at the sprawling Madrid campus. This consortium of American programs at the *Universidad Complutense* is known today as *Las Reunidas* and includes a number of colleges and universities, both public and private, small and large.

Let us consider the philosophy and recruiting methods which have contributed to the success of the Marquette in Madrid program. We feel it important to limit enrollment in order to keep a manageable group and have personal contact with each student. To do this, however, adequate staffing is imperative. In our case, full-time secretaries on the home and foreign campuses, working

closely with each director, are essential. Our year-abroad program has its headquarters at the College of Philosophy and Letters on the campus of the University of Madrid. It is open to qualified students from any university. The courses are designed primarily for students who have completed two years of college, but a limited number of sophomores and seniors are welcome if their schedules permit. Regardless of the student's academic year, he/she will be accepted without completing a course beyond the intermediate level with a grade of "B" or better. Moreover, the program is not restricted to Spanish majors.

The curriculum includes the 35 courses offered by *Reunidas* in art, geography, history, sociology, political science, music and literature. In addition, six courses in religion and philosophy and two language courses are offered exclusively to students with the Marquette program. Students are not restricted to the Student Center curriculum; they may also attend courses offered to Spaniards within the regular university system. All classes are taught in Spanish by professors from the University of Madrid. Most students carry five three-credit courses per semester. They must take a minimum of four three-credit courses from our curriculum.

During their stay in the program, all students must follow academic standards and policy which exist on the home campus in Milwaukee. Credits earned are Marquette University credits, which are then transferred to the non-Marquette students' own universities.

We have had the challenge of escalating costs and yet remain competitive. To be financially solvent, we need a minimum of 40 students and prefer to have around 70 students per semester. Our spring enrollment is usually larger than our fall enrollment.

There are various ways to increase student applications. Recently we have begun to allow students to attend for

one semester, though we encourage a full year. Many students, however, prefer to attend for one semester due to financial problems, schedule conflicts, or course considerations. Students don't realize that loans often cover year-abroad study. Thus, they are encouraged to check the loans which are available, including the Guaranteed Student Loan, the Pell Grant, or various state funds such as the Wisconsin Tuition Grant. Another important source of student financial aid is the Educational Opportunity Program for minority Spanish-speaking candidates at Marquette. Many hispanic students are eager to study abroad but need to be informed of the opportunities that exist. A final group to be approached are the qualified non-language majors. To recruit them, the Administrative Director needs to have a close working relationship with other departments in the home university, especially history, sociology, political science, and business administration. After studying abroad, many non-language majors have enough credits to complete a double major.

How is one to reach all these prospective candidates? There are various advertising methods. Fortunately, the two-year language requirement at Marquette, which was never dropped, adds to the pool of our own Spanish majors to form an immediate group of candidates at the home university. However, with decreasing enrollment and the desire to have around 70 students in the program in order to be financially solvent, we need to effectively advertise off campus.

An excellent way to promote the program is the Foreign Language Night sponsored by many universities and colleges in the United States. If I cannot attend a program to which I have been invited, I supply the sponsor with a good number of flyers and brochures.

In addition to the Foreign Language Night on our own campus, we also have a reunion of our ex-year-abroad stu-

dents several times a year, inviting prospective candidates from Marquette and nearby colleges. These former students are an excellent source of first-hand information and have been very valuable in our recruitment effort.

A second advertising source is the Spanish language magazine *Hispania*. We advertise exclusively in *Hispania* as it has been the most effective magazine for disseminating our information.

Our computerized mailing list is an important recruitment tool. However, we have reorganized it so as to gain financial savings. Formerly, we sent out four or five brochures to the same institutions. Now, we respond to inquiries from other schools by sending two brochures, application forms, and flyers. These institutions are then placed on our computerized annual fall mailing list and the list is revised periodically to include only Spanish department heads and study abroad advisors.

To save printing costs, we have enough brochures printed to last for two years. We state the present cost of the program and estimate the cost of the second year, subject to change. The same procedure is followed in printing envelopes, letterhead, and application forms. This bulk printing cuts costs considerably. We do print a flyer for every year to keep students abreast of current changes which is much less expensive than the brochure.

A final source of candidates is high school Spanish students. By talking to them, the Administrative Director not only reaches future year-abroad candidates but also provides excellent public relations for the language department and university as a whole.

In addition to the above mentioned candidate sources, Marquette has an informal understanding with several other universities who have no program but whose students have been Marquette year-abroad students for several years and have recommended the Madrid Study Cen-

ter very highly. These institutions encourage their students to study abroad with Marquette. Qualified students from these schools need only a letter from the department chairperson for acceptance. The arrangement is informal, but has been most beneficial to Marquette and also to the other schools.

When a completed and acceptable application is received at the home campus, we send the student a provisional acceptance letter, including forms for medical check-up, insurance coverage data, and parental consents. These forms must be returned to the Milwaukee office before final acceptance.

The student also receives a housing form which must be air-mailed by them to the Madrid office. Housing options include living with a family, or in a *pensión* or apartment. If the student chooses a family or a *pensión*, the Madrid Program Secretary will arrange this housing. Apartment living is not encouraged, and if students choose that option they must be responsible for finding their own housing. A student who chooses an apartment must be over 21 years of age or have written permission from parents. Students may also live with friends or relatives, provided they have parental consent.

When a student still has to meet a requirement (usually completion of the course requirement), he is given a letter of provisional acceptance with a contingency. All provisionally accepted students are given two weeks to send the Milwaukee office a non-refundable $100.00 check. If the student fails to send the check, he or she is dropped from the program.

When provisionally accepted candidates pay the $100.00, they receive a general information packet three to four months before their academic session. This includes travel tips, banking hints, passport information, behavioral guidelines, and descriptions of the program and of Madrid. Also

included are the Madrid Study Center office address and telephone number, as well as the home telephones and addresses of the Resident Director and the Madrid Program Secretary.

One or two months before departure, students receive final flight information, academic calendars, course syllabuses, and a reminder of the show-up date in Madrid. Reminders are mailed also, listing what forms if any must be received in Milwaukee for final acceptance. Lastly, students receive a travel information paper. Reservations on international commercial flights are made through a Milwaukee travel agent who finds the best rate and makes several options available. If they wish, students may take their own flight or they may fly with the Marquette group at the given departure date and select either a specific or open return date. Students who choose the group flight are met in New York by the Administrative Director who helps with any problems and gives a pre-flight orientation.

Upon arrival at the Madrid airport, the group is met by the Madrid Resident Director and Program Secretary who take them to a *colegio mayor* or university dormitory where they receive a four-week orientation program before beginning classes. The four week Intensive Language Program, during which time students live together in the *colegio mayor*, has been a keystone of the program as students become acquainted with the culture and educational system. This is also a time when the group becomes cohesive. The emphasis on a personal program has helped keep our attrition rate low. After 20 years of operation and thousands of students, we have had only a few students who have not been able to complete their studies abroad.

Despite the success of a year-abroad program, the administrative director on many campuses must constantly jus-

tify the program's existence. On our campus, there has been total support from faculty and administrators. However, the battle against constant tuition increases continues.

In conclusion, the administrative director on the home campus has a double role: First, he is a "P.R." man, always seeking new ways to present his program, especially in these times of decreasing enrollment. Second, he is an administrator who must keep student tuition as low as possible by running a cost-effective program.

Hopefully, this article has provided some new avenues for you to explore in your own programs as you function on your home campuses.

OPPORTUNITIES AND CONSTRAINTS IN FINANCING STUDY ABROAD PROGRAMS: INSTITUTIONAL, FACULTY AND STAFF COMMITMENTS AND SUBSIDIES

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Alistair Cooke once observed that, "in America, there is no free lunch." A variation of this lesson might state that "for American colleges, there are really no free or low-priced wholly self-financing study abroad programs." In truth, every program incurs costs, some measured and many not. Objectively speaking, study abroad is generally a more costly venture than taking a comparable number of credit hours on a home campus. Nonetheless, colleges and faculty appear to be willing to promote these activities, perceiving the benefits to be worth the cost, within certain limits.

This commentary will deal with certain aspects of opportunities and constraints in financing study abroad programs in order to facilitate the understanding of the limitations of an institution in sharing the financing of study abroad. At the same time, I would like to explore some approaches which can reduce measured costs in order to enable the broadest possible participation in program financing.

One point of departure is the issue of a college's interest in and committment to assisting study abroad pro-

grams. This is very much interrelated with basic philosophies as set forth in those documents which indicate what, if any, role an international dimension should play in the general educational mission of a university or college. While so fundamental a point may seem hardly worth mentioning, in fact, an "international dimension" is not an established goal in many of our own institutions. Large and small, public and private, well-endowed and financially worried, urban, regional and comprehensive institutions proffer a broad spectrum of thought on this issue, too broad to conclude that all academies are, by their very existence, well-disposed to be internationally-oriented.

The indifference to all things international on the part students and sometimes faculty as well, can be disconcerting, if not maddening. Against this background, how do we see an institutional, faculty and student support for, and financing of, study abroad efforts? What are the benefits which accrue to each, and how are they perceived and evaluated?

I

Ideally, an institution's Administration and its faculty will be partners and prime movers in all internationalizing efforts of the college or university. Just as administration takes an active role in motivating faculty, they, in turn, are in the best position to exert influence on students to overcome indifference to things international and to motivate them to think in terms of study and living experiences abroad.

Assuming that an environment conducive to study abroad programs can be created, what are the respective roles which can be played by administration, faculty and students in shared responsibilities for their financing?

In the first instance, a university administration can set up a framework in which it endorses overseas study program efforts, ensures their legal standing, provides certain guidelines for their conduct to protect all parties concerned, guarantees no conflicts of interest across the institution, and creates some agency relationship involving one or more individuals, professors or a campus office. Beyond this, the administration may proffer secretarial services, staff time, a study abroad officer, faculty release time or some other direct subsidy or salary benefit which is supportive of the study abroad effort.

Two other forms of support may be forthcoming from administration; the college's financial aid system may be tapped to offer as much assistance as possible, possibly on a preferential basis, to students going abroad; and scholarship monies may be set aside specifically to help those whose financial resources may not be adequate to meet the costs ultimately charged. These underpinnings of a study abroad effort are not financially taxing for a university, save where staff support expands into an entire office system.

One other element of support, which can be a crucial issue in overseas studies, must be addressed. University administrations control tuition, and generally speaking, have within their power the ability to waive tuition and fees, or to allocate it in ways which may be supportive of overseas study programs. Perhaps more than any other aspect of financially feasible study abroad programs, tuition considerations can determine the success or failure of an effort.

There are many variations on the theme of tuition. Small colleges which are usually private and highly dependent on tuition revenues may not be in a position to waive such. One approach to this dilemma is to allow a student to enroll in a foreign institution, paying his

regular tuition to his home college, while that college remits his fee abroad to the overseas university. This arrangement compensates the home college for granting the credits which it does for less tuition than would otherwise be forthcoming. However, it does not have the support and instructional obligations for that student while he is abroad.

Likewise, a university can reduce tuition or grant some form of relief, again based on the two factors that the student is not physically present on campus, and that credit is, nonetheless, given to the student.

A third possibility is the collection of tuition, but setting aside those revenues for the use of the program overseas. A fourth possibility would provide that tuition be waived entirely, allowing a program to be built at a lower cost. In both instances, the university grants the credit hours, based on the argument that no on-campus facilities or faculty resources are utilized while students are abroad.

It becomes readily apparent that the tuition issue is probably the most substantial contribution a university can make in supporting overseas study programs.

Perhaps second only to tuition in support for overseas study programs is faculty input. Faculty members who serve as the directors and instructors of our efforts overseas do so at considerably greater cost than is usually measured in monetary terms. The extensive amount of time and effort which program directors put into the planning and conducting of overseas studies, goes, for the most part, "unrewarded."

That word is not used loosely for several reasons. In the first instance, some faculty receive only enough money to cover expenses for their efforts in conducting study programs abroad. Others may receive a flat *honorarium* with expenses. And finally, those who are able to negotiate with their departments, colleges or central administra-

tions, may get a s' ry for courses taught commensurate with on-campus ac nting for extra teaching loads or the like.

But more interesting are two elements in faculty support which are not accounted for. These include the astonishing extra amount of time which is neither compensated monetarily nor even recognized, in most cases, at all; and the opportunity costs incurred by a faculty member who could be less selfless, devoting any free time to producing journal articles, a theme which merits further consideration.

Our academic reward system supposedly is based on the triumvirate of teaching, research and service. It is often the case, however, that more weight inevitably falls on research than on the remaining two. Directing overseas study programs falls squarely into these two categories, and young faculty members are probably not utilizing their time prudently by foregoing a summer or a semester doing research for a refereed article or a book, to accompany a groups of students abroad. Even senior faculty members involved in research face the dilemma of time. Opportunity costs for *all* faculty members exist in one form or another, and insofar as they do not represent the *optimal* use of time for that individual, they *do* represent direct faculty subsidies for the study abroad programs in question.

Is is especially interesting to note that a professor's reasons for participating in a particular program may not be, in an economic sense, entirely sound. Certainly programs abroad allow the language professor the opportunity to be immersed in the idiom, catching the latest twists in an ever-evolving tongue. One can reacquaint oneself, too, with other disciplines such as history, political science, or sociology as well as touching base with those colleagues abroad with shared interests. But aside from these en-

counters which are necessarily brief, the likelihood of the professor doing any serious extended research or sustaining contacts is slight, quite simply precluded by one's obligations to students in the overseas study programs. Consequently, as a *professionally* enriching experience, a faculty member's time spent abroad as a director or instructor does not constitute optimal use of same.

Indisputably, the contributions of the faculty are central to the success of any program abroad. Their inputs, while not measured in monetary terms, will determine the success or failure of most efforts, far more than the monetary contribution an administration may make. Outside of programs at the largest institutions which can be somewhat impersonal, most study abroad programs are closely linked with certain professors in departments, where personal relationships carry weight for students opting to participate or not.

Turning now to staff time commitments, most programs conducted by colleges and universities for studies abroad will include inputs by secretaries, clerical assistants and perhaps professional central office personnel, if there is an overall coordinating entity for overseas activities. In this environment, the work time of one or more individuals may be allocated specifically to planning aspects of study abroad efforts, but rarely, if ever, is any attempt made to allocate equally among all overseas programs, yielding a well divided workload, perhaps on a per-participant basis, amongst all programs. To attempt to do so might be nonsense. Some activities, as experience demonstrates, are more easily planned than others, falling into a rather routine pattern for countries such as Spain, where the availability of housing, transport and other support systems are highly predictable year to year. Such is not the case in developing countries, or in others like China, where

somehow everything may work out in the end, but toward that goal there is a never ceasing struggle to see that it does, by the staff at home.

How is staff time accounted for in a given program of study abroad? A commitment made by an academic administration to staff a study abroad office is usually undertaken in the same context as staffing a number of support units: it is something the institution *ought* to do. It is only rarely subject to a budget office's accountability, beyond explaining some vague ratio of persons traveling abroad per staff member. In a few instances where overseas study offices are entirely self-financing operations, and resultantly business-like organizations such as Syracuse University's, the need to offset salaries and general operating expenses through fees paid by students going abroad is rare, certainly in those institutions with programs involving modest numbers of students, which would neither justify nor support such an exercise. Nonetheless, these staff commitments do constitute an important support and subsidy for study abroad programs, representing a 'hidden cost' which they incur.

It may be asked, quite legitimately, if even a casual economic analysis of study abroad programs shows staff and faculty costs to be so high why do university administrations and legions of faculty members bother with study abroad?

It has been implied that some students are unappreciative of the value of studies abroad, and all too often, overseas travel and residence are edged out by other priorities. Those, however, who do "sample the water" usually develop a thirst for more. Faculty members who put so much effort into making an institution's study abroad effort work, and work successfully, usually are not financially rewarded, or even recognized by the system for their

outstanding contributions. But in the words of former governor Jerry Brown, there indeed are "psychic rewards" for those faculty who are the ones responsible for opening the vistas of students through study and travel abroad.

II

Having established that there are real and economically accountable inputs to study abroad programs by administrations and by faculty, we can turn to some of the issues which the students will confront; that is, the charged direct costs for a program, how they are tabulated and how they can be ameliorated.

Firstly, a college or university can seek association with an existing consortium which operates established programs abroad. Countless groups exist in the United States, frequently on a regional basis, so seeking one whose interests are akin to yours is not difficult. Membership usually involves a fee, sometimes substantial, but thereafter program costs are borne by the consortium, which also collects the fees. This arrangement has the advantages of assuming the risks for a university interested in entering the overseas study arena, but it has its costs in terms of low levels of faculty participation, and probably interest, too, reduced control over curriculum, increased difficulty in recruiting students, and an absence of specific institutional identification. Moreover, costs for the student may not be low, all things considered, and unless there is a special statewide or regional character to the consortium, tuition or other support from the home institution may not be forthcoming.[1]

Secondly, one can seek participation in an overseas program operated by a non-academic entity, such as the Council on International Education Exchange (CIEE). While

providing many financial advantages, a major drawback will be the institution's need to arrange for credit to be granted. However, an organizational framework such as CIEE's can be easily meshed with an institution's promotion of programs, which "take on a character of their own."

Thirdly, an institution can develop its own programs for study abroad, and whenever possible, agree to coordinate and to cooperate with other academic institutions to achieve economies of scale. Clearly, following this approach implies a commitment of faculty time, possibly staff time as well as the various forms of support described above, required of the administration to ensure a financially feasible program. This approach is likely to be most successful in the small to medium size university, where faculty involvement and institutional identification are important. Quite possibly, the costs for students might be the least, since the control over planning and carrying out all overseas activities can be scaled to whatever a well-known institutional constituency can afford. A reasonable amount can be included to cover certain overhead, operating and promotional expenses, as well as faculty *per diem* and *honorarium*, where no provision is made for salaries.

If a given college is not likely to attract more than ten or so students for a program in a given country, by coordinating with another institution in similar straits, it might be possible to work abroad jointly, sharing whatever benefits accrue through economies of scale with twenty or more program participants. Neither institution sacrifices "control" over its own program. Other benefits include higher levels of faculty involvement and participation, and the ability of an institution to tailor programs to suit the peculiarities of one's own student constituency.

While one can not talk about entirely self-financing study abroad programs, this commentary must mention some economical overseas activities that offer more potential for expanding college efforts abroad, with advantages over traditional study abroad programs in certain contexts.

First, programs with reduced direct costs to students can be developed through the Work-Exchange Programs which have been in existence in one form or another for thirty years. They involve a strictly reciprocal exchange of college students with an institution or community, with students from each locale being placed in low but adequate paying jobs which cover living expenses. The benefits of the Program include cultural and language enrichment for little more than the cost of a round-trip air ticket. Credit is based on language skills development.

There are various internship opportunities which exist for American students in several European countries, with useful placements in the fields of study of those students. Consequently, a political science student may work in the Houses of Parliament, arranging credit for this, while a business student is placed in a German bank. Highly professionally-attuned internships exist for students in business and engineering, which require the formation of chapters such as the International Association of Students of Economic and Commercial Studies (AIESEC) and IASTE on our campuses.

Second, limited numbers of students can be exchanged on a one-for-one basis with academic institutions abroad. In each case, the student pays his own on-campus costs and receives credit for studies abroad, then exchanges places with an individual from a counterpart institution.

Third, where a university does operate its own programs and is able to generate a sufficient profit margin to cover losses in some countries, those profits can be utilized to

offer partial scholarships in the following year to students whose resources may be inadequate to cover all expenses. Additionally, the funds can be used to offer outright year-abroad scholarships, which is the case at Louisville, or defer the expenses of foreign students coming to America, where, for example, a Chinese student would have to have some additional funding to carry out an exchange with the People's Republic.

Last, it should be mentioned that some institutions have travel offices on their campuses, and a variation on that theme can produce rather astonishing results for a centralized unit which has responsibilities for overseas study programs. Specifically, operating at an average commission on travel bookings, colleges of just a few thousand students would probably incur enough reimbursable air travel costs to consider establishing a centralized campus travel service. Very low equipment costs are involved in such operations, so it would not take much more than a respectable portion of what a university pays yearly for reimbursed faculty air travel to staff an entire office, utilizing profits to assist student travel abroad and myriad other internationally-oriented programs which suffer for lack of funds. This idea of an international center travel unit to secure all university needs is not new nor revolutionary, according to the *Chronicle of Higher Education* which covered the subject in its March 13, 1985 issue (pp. 23 and 25). It is simply necessary to cover all costs in the sometimes neglected area of international education, especially at a time when we are all told to do more for less.

III

As a final note, we all recognize that few academic institutions are willing or able to greatly subsidize over-

seas study programs beyond limited staff time allocations, perhaps tuition adjustments and faculty salaries. But the true costs are more. Faculty whose interests *are* the students will be left with the burden of coming up with more of their own time and effort to ensure the broadest possible participation in studies abroad. Any schemes that make this possible are to a faculty's credit and certainly, to the student's benefit.

Costly as the programs may be in an analytical way, the institutions which support study abroad provide an institution and its students with programs whose benefits do indeed exceed these "costs."

FINANCING A STUDY ABROAD PROGRAM: ONE COLLEGE'S APPROACH

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Since so may of its students receive some sort of financial aid, Marist College, in promoting the study abroad programs, tries to limit the attention paid to overriding monetary considerations. Most students come from homes where the decision to attend a private college is a major financial one. Often enough, the initial thought of them attending an institution of higher learning in a foreign land seems, if not extravagant, at least beyond their means of funding.

Overlooking the Hudson River one mile north of Poughkeepsie, New York, Marist College is a private, nonsectarian, liberal arts institution for men and women. Situated mid-way between New York City and Albany, the college accommodates over 3000 undergraduate students and more than 400 graduate students.

Marist College awards Bachelor of Arts degrees in 15 majors, Bachelor of Science degrees in ten majors, and a Bachelor of Professional Studies in one major. In addition, Marist offers the Master's degree in Business Administration, Computer Science, Community Psychology, and Public Administration.

Marist College is a fairly recent addition to the ranks of institutions of higher learning in the United States. The college was established by the Marist Brothers, a Roman Catholic teaching order of men, for the purpose of provid-

ing for their younger members undergraduate training in the Liberal Arts.

In 1967, the Marist brothers deeded control of the college to an independent lay Board of Trustees. Laymen had previously been accepted into the college in 1957 and women were permitted to enroll in 1968. The graduate programs were first established in 1972. Today, the major fields drawing the largest numbers of majors are those career-based programs in business studies, computer science and communication arts. Almost 40% of a student's program must contain liberal arts courses.

The aforementioned information is given as background in order to better understand the financial climate in which Marist operates, and in which the Marist Abroad Programs take their rise. The income generated by the college is termed "tuition intensive." For 1985-1986, the operating budget of the institution will exceed 34 million dollars. On the other hand, the college total endowment fund is approximately 2½ million dollars. Some 85 percent of the students attending Marist College receive 11 million dollars in financial aid.

Founded in 1962, the Marist Abroad Programs encourage qualified students to pursue courses of study in a foreign country during their sophomore, junior, or senior year of college. Over the years, students enrolled in these programs have had the opportunity to live and learn in many countries of Europe, Africa, Latin and Central America, as well as in the Far East.

Since the foundation of the programs in 1962, one important consideration has been that the college would host study abroad programs that would strive to stimulate and encourage top quality students, and in fact subsidizes the participants chosen for these unique experiences. Marist neither rents nor does it own property overseas, nor does it employ at home or abroad a full-time staff to

administer the programs. Costs generated by the programs are met by a student application fee. The college does not view the programs so much as revenue-producing, but as a commitment to foster and provide for its students opportunities for growth in global awareness. It should be noted that the institution does not operate any formal patterns of exchange with foreign colleges and universities, although foreign students are always welcome to follow undergraduate or graduate courses at Marist. During 1984–1985, Marist had a total of 52 foreign nationals enrolled in its various programs of study on the home campus under the direction of a faculty member who, in addition to his teaching duties, serves as Foreign Student Advisor.

The Marist Abroad Programs from their beginnings have been viewed in a very cost conscious manner. Thus, the college endeavors to keep the total cost of the year abroad as far as possible at the same level—or below—that of the total cost of a year in residence at Marist. Tuition at Marist for the academic year 1985–1986 will be $5790, while room and board will come to another $3560 for a basic cost of $9350. Of course, books, travel, and daily expense needs would increase that figure well beyond $10,000.

When calculating the total cost for the year abroad, the college takes into account the student's round-trip transportation, living arrangements, tuition at the overseas sites, an estimate of six to eight weeks vacation and travel, leisure-time spending and the Marist Abroad Programs fee. For 1985–1986, this fee will be $1300.

It should be noted that whatever grants-in-aid that the student would receive if he or she stayed at Marist are fully portable with the exception of work-study programs. Hence the Marist fee of $1300 could be reduced still more if one considers such grants as Marist scholarship

awards, room and board rebates, TAP and Pell grants that would come to the student as a matriculating major at the institution.

In any given year, some 50 to 60 Marist students begin the application process during the course of the fall semester with approximately 25 or so students actually going abroad. Marist does not sponsor single semester programs, nor does it engage in arranging inter-semester or summer study-travel programs.

At present, the Marist Abroad Programs are limited to Marist students, although exceptions have been made in certain circumstances particularly in foreign language placements. These programs are administered by a faculty member who functions as the Campus Director, and a staff member who serves as a Program Assistant. In both cases these positions are of a part-time nature. The secretarial assistance made available to the Programs by the college is also on a part-time basis. In situations overseas where and when advisable, a part-time Resident Director may be employed to assist the Campus Director in the administration of certain placements.

To be eligible for selection for these programs, the college requires a grade point index in the neighborhood of "B" or above, an essay or statement of purpose by the candidate indicating how and where he or she hopes to engage in overseas study and three letters of recommendation from past instructors. In addition, in order to ascertain the candidate's suitability for this new and challenging experience, candidates are interviewed by members of a committee consisting of faculty as well as students who have themselves participated in the programs. The charge of this screening committee is not only to judge intellectual ability by a review of courses taken and grades achieved, but also to evaluate the emotional fitness of prospective participants by endeavoring to explore those

occasions in life in which adaptability, self-reliance, and sensitivity to others have manifested themselves.

Once selected, the applicant follows an orientation program which concentrates upon the nature and demands of academic life in a foreign setting, the stress and forces involved in confronting cultural change and adjustment, an introduction into the world of travel arrangements, and individualized, financial planning.

A student selected by the screening committee to represent Marist abroad remains eligible for all scholarships, grants and loans that would be awarded if the student had chosen to remain on campus. In filling out the requisite forms for college, federal, state or bank statements of need, the student indicates that Marist remains his or her college. Thus, the student continues as a student of Marist, authorized to spend the academic year abroad in a specific academic program. Upon return and upon reception of grade reports and tutorial statements from the respective foreign institutions, these courses are converted into Marist equivalents for the purpose of recording and updating the student's transcript by the Campus Director of the programs and by the Office of the Registrar at Marist College.

At the time of the April orientation sessions, the students make appointments with the Bursar of the college as well as with Marist's Director of Financial Aid in order to review the participant's financial needs and to determine the appropriate financial package for the year abroad. In early July, the student receives an itemized account of the projected costs for the year ahead. Shortly before departure, the student's bill for the academic year is made ready as if he or she were returning to campus as a full-time student with the appropriate charges for tuition, and room, board and fees indicated.

In a sense, the financial aid package is determined as if

the student were remaining at Marist. From this total aid package, the sum of $1300 is subtracted plus a nominal insurance fee of $13, a precautionary amount to offset minor medical emergencies. Although the student will be required to pay tuition as well as arrange for room and board in the foreign country, the charge is considerably less than if the student had remained at Marist. The program fee of $1300 plus the insurance fee of $13, represents the student's financial obligation to Marist for the academic year.

In effect, Marist College awards what amounts to a scholarship for those students deemed qualified to be selected to pursue an academic program abroad. Experience has shown that close to 80 percent of Marist abroad participants obtain some sort of financial aid for their college career. In point of fact, upwards of 85 percent of the undergraduate student body receives grants-in-aid. The institution's decision to underwrite a portion of the student's cost so that he or she may have the living and learning experience overseas has succeeded in attracting some of the best and brightest at Marist. Those students who have successfully adapted to a foreign setting, while at the same time sustaining a quality of high academic achievement, have been the programs staunchest champions and spokespersons.

During the 1985-1986 academic year, Marist will sponsor 23 students enrolled in programs of study in Iceland, Ireland, England, France, Germany and Italy. As might be expected, certain institutions and courses of study are sometimes more in demand, and at other times less so, fluctuating, as it were, according to the interest and major field of the participant involved.

Consequently, although Marist has sent two or three students a year since the early seventies to St. Patrick's College in Maynooth, outside of Dublin, in order to fol-

low courses in English, history, philosophy, or theology, for 1985–1986, no student has chosen to attend this institution. Since the late sixties, Marist has participated in conjunction with the Association of American Colleges in Spain in the *Reunidas Universidades*, at the University of Madrid, but with the sharp decline in the number of language majors in recent years, no student will be studying in Spain during 1985–1986. When faced with the British Government's decision to triple tuition charges for foreign nationals in 1980, as well as by a weakened dollar and inflationary spirals at home and abroad, a number of our majors in business and computer science opted to attend the National Institute for Higher Education, a rapidly-growing polytechnic in Limerick, Ireland, rather than follow course work at the University of Birmingham, a site previously favored by several. However, today, with the stronger, purchasing power of the dollar, students in these majors are now choosing the University of Lancaster over the Limerick Polytechnic.

Endeavoring to match a student with an institution overseas that offers a new dimension to his or her program, while at the same time striving to choose a placement within the individual's resources has been the constant challenge through the years confronting the Marist Abroad Programs. For comparison purposes the schools in England that Marist students will be attending in 1985–1986, are given to substantiate the claim that overseas study does not have to be beyond the reach of middle income students.

During 1985–1986, seven students from Marist will attend three institutions of higher learning in England. Three will follow a program of study in Communications and Public Media at Trinity-All Saints College outside of Leeds. The cost of room, board and tuition will come to $4690 for the year. Add $1313 for the Marist charges and

the cost rises to $6003. Factoring in a minimum of $2000 for spending money and approximately $650 for the roundtrip flight, the figure reaches $8653. wo students will be following tutorials in English at Manchester College, Oxford during 1985–1986 where the basic charges of room, board and tuition will cost $5434. Adding to that cost, the Marist fees of $1313, a minimum spending allowance of $2000 and the price of a roundtrip ticket, one arrives at a figure of $9397.

Or, consider the two majors in Computer Science who will follow a program at the University of Lancaster. Room, board and tuition at this institution will cost $4888 for 1985–1986. When other costs of the year abroad are included the total comes to $8851. In two out of the three schools elected by these students, costs will run lower and one slightly more than the basic room, board and tuition charge on the home campus of $9350.

During 1985–1986, Marist College will permit 23 of its students to study abroad. The total tuition costs realized by the institution will not exceed $29,000 and might be considerably lower. From these monies, the stipends awarded to the Program Director and Program Assistant will be paid as well as part of the salary of the Programs' secretary. The 1985–1986 operating budget covering printing costs, hospitality items, membership fees, supervisory trips, etc., will be $7500.

In sum, the Programs are not conceived as money-making propositions by the college which, in fact, could collect the full amount of tuition as well as room and board, arrange to pay the cooperating school abroad directly, and then pocket the profit accruing from the transactions. Rather, the philosophy at Marist has been, and continues to be, to raise the level of global awareness for our top quality students. For the greater intellectual and emotional development that a year abroad brings, the

college perm ts the Programs to just about break ev n At this writing, it is necessary for 20 students to en · per year as participants. The decision to host the Programs solely for the benefit of the students has resulted in a small, rather unique approach that has enabled these Programs to be at once flexible, individualized and well within the price range of the typical middle class student from the greater New York area who, in the main, constitutes the overwhelming majority of the student body.

FUNDING SUMMER ABROAD PROGRAMS AT THE UNIVERSITY OF NEW MEXICO

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The University of New Mexico's summer programs are unusual especially for their sheer survival in Spain and Mexico over an 18 year period. How that feat has been accomplished makes for an interesting, and hopefully useful, narrative in the art of cutting back on the students' actual cost for participation.

In a state university such as the University of New Mexico where the majority of students are from middle and lower income families, study abroad rarely presents itself as a primary educational opportunity. Even so, what might otherwise be considered as minor savings adjustments will determine, in many cases, whether or not participation is possible at all. Our goal has thus become to provide programs that cost little more, if not less than, a similar academic opportunity on the home campus, given equivalent needs for room and board, books, local transportation, and other student incidentals.

New Mexico currently conducts two summer sessions of its own, one in Almerla, Spain and the other in Guadalajara, Mexico. With some slight differences, the two programs are virtually the same, except for the obvious added expense for traveling to Spain from Albuquerque. The Guadalajara program offers classes in intermediate and

advanced Spanish each year. In addition, the resident faculty director offers two courses in his or her liberal arts specialty, such as history, literature, or philosophy. Students may also register for special problems courses at the undergraduate or graduate level. Each of these courses offers three semester-hours of academic credit which, upon completion, are recorded directly on the student's transcript at home.

The teaching staff comes from the College of Arts and Sciences and includes a teaching assistant from the Spanish Department as well as a full-time professor, chosen on a revolving basis by discipline, from the college. The professor acts as on-site coordinator as well as teacher for the program. In the 1984 program, for instance, a history professor taught courses in Latin-American relations as well as in the history of modern Mexico. Most students chose to take one language and one history class, thus completing six semester-hours of credit in the language and history of Mexico while immersed in the social life of a major Mexican city for the eight week period.

This eight week period coincides with the same summer calendar as that of the home campus in Albuquerque, with one minor exception. In Guadalajara, classes meet four days a week, Monday through Thursday, for an hour and fifteen minutes each. The three day weekends are used for extended periods of study and travel to points of interest to the coastal resorts, to the highland villages, to Lake Chapala, or perhaps to Mexico City. Classes are held in what amounts to rented classrooms at the *Autónoma*. The classroom rental includes use of sports facilities, library, and consultation from the *Intercambio Universitario* staff.

It is of course felt that language aquisition is greatly enhanced by the cultural immersion factor offered by prolonged exposure outside the classroom proper. Thus, the

students and staff frequently plan excursions and social get-togethers with Guadalajara residents, including shopping trips to the downtown market and to villages in the surrounding area and attendance at cultural events in the city.

Eligibility for participation in the program is based on a student's having completed at least one year of college-level Spanish, or an equivalent experience with the language. University of New Mexico students must be in good standing while outside applicants are required to provide documentation in the form of transcripts and letters of recommendation demonstrating the confidence of their teachers in their ability to complete the program successfully. The program frequently attracts teachers from the Albuquerque Public School System as well as teachers from other states who wish to acquire additional language credits and upgrade their teaching contracts. Out-of-state applicants are particularly motivated to participate because they are assessed the same tuition during the summer as are resident students.

Students currently pay approximately $1000 to $1500 for the entire program, although the figure varies widely depending on the frugality or extravagance of the individual. On the average, the principle expenditures for the eight-week period can be broken down as follows:

1) *25.00 - Non-refundable application fee*
2) *222.00 - Tuition (This figure is reduced to 110.00 after the distribution of scholarship monies.)*
3) *300.00 - Round-trip Albuquerque/Guadalajara by air*
4) *400.00 - Rental for apartment*
5) *400.00 - Meals*
6) *200.00 - Miscellaneous expenses, including elective travel*

This budget has been deliberately inflated, especially with regard to room and board expenses. Note also that

actual per-student tuition costs are usually cut by one-half because of the disbursement of "scholarship" funds to 50 percent of the participants. Students who travel by car, bus, or train will save an additional 66 percent of the estimated travel expense. And students are eligible to continue receiving financial aid during the summer abroad. Overall then, and because of the highly inflated Mexican peso, a student careful about finances can participate in the study abroad experience in Mexico for an amount equal to or less than that spent for accomplishing the same academic goals at the home campus.

Some critics point out that it is difficult to maintain reasonably good academic standards in a low cost program. There are, however, ways to absorb costs so that the program is affordable to students while maintaining levels of academic excellence. Instead of charging excessive program fees to the students, for example, the university can absorb the program costs in a variety of ways.

In the first place, the College of Arts and Sciences agrees each year to release one full-time faculty member and one teaching assistant to the program, maintaining these staff members on the payroll for the regular summer faculty. This means that staff salaries are virtually not a factor beyond the student tuition. Costs for administration of the program are absorbed by the Office of International Programs and Services and likewise are not borne by the student participant. These particular costs include printing of a brochure annually, mailing charges for recruiting, staff-time for supervision of the development of each applicant's dossier, several information and orientation meetings prior to departure, and general planning expenses.

A second suggestion for defraying student costs is related to classroom rental expenses. Rental for the classrooms at the *Autónoma* is paid for by providing two Intensive English Institute full-summer scholarships to the

staff of the *Autónoma* each summer. Each scholarship is worth approximately $1471 and includes room and board for eight weeks in the university dormitory in Albuquerque, insurance, and full tuition for the Intensive English curriculum. Payment for these scholarships to the *Autónoma* staff is made through a pool of "unallocated" university funds managed by the Student Financial Aids Office. The long and short of this provision is that, insofar as the students are concerned, use of the facilities in Guadalajara is rent-free and thus students are not billed for their use.

Thirdly, fees that would normally be charged to the student—for program administration, publicity, faculty salaries, classroom rentals, use of recreational facilities and library, and orientation—are, in fact, borne by the College of Arts and Sciences, the Financial Aids Office, and the Office of International Programs and Services. Even the actual tuition is reduced because the Financial Aids Office will normally release to the program an amount approximating one-half of the total per-student tuition costs for eligible University of New Mexico students.

Aside from the financial feasibility of the program, there are many advantages for the students. Academic credit for work completed is recorded directly on the student's transcript at the home university so that there is no problem rising from questions about the transferability of credit from a foreign to a U.S. university.

This point leads to a fourth source of funds to alleviate student financial hardships which might hinder their participation in the program. Students may maintain their financial aid without interruption because the summer programs are perceived to be campus-run. Available scholarship money reduces tuition overall. Out-of-state students may pay New Mexico resident tuition for up to six credit hours.

On the location in Mexico students have the advantage of four-day class weeks and three-day weekends, releasing them to broader immersion experiences in the host culture. Counseling services are provided by the staff of the *Autónoma* in addition to the use of its recreational facilities. And academic staff from the University of New Mexico provide non-academic support services to the students both during extensive pre-departure orientation sessions as well as on-site in Guadalajara. Insurance costs are the same both in as well as out of the country. In all each student will not only have the advantage of the same academic services but will have a variety of additional advantages by studying in Guadalajara as opposed to Albuquerque for a lesser amount of money.

There are a few differences between the Guadalajara, Mexico and the Almería, Spain programs, but they are relatively minor. In Spain, for instance, classroom and office space is provided by the *Colegio Universitario de la Universidad de Granada* for no cost due to the personal connection of a staff member with members of the Colegio's staff (i.e., he attended that institution as a student). Of course the round-trip air and rail fares augment the student's initial cost also. But otherwise the administrative and academic support for the program is the same as for Guadalajara, and the experience of living in Spain for eight weeks is considered more exotic culturally and thus worth the difference in cost to the student who plans carefully during the preceding year to finance the trip.

The University of New Mexico's program is, like every program, not without its problems. The principle concern surrounds the housing search which needs to be further aided by the use of services of a real estate housing agent, involving a fee. In addition, because the academic staff is always different, there is little continuity of on-site staff experience to support students new to living in a different culture. And finally (though this listing does not pretend

to exhaust the potential problems of a program of this type), there is the fact that classes do not integrate Mexican/Spanish students or faculty with American students and staff as they might if classes were taken under the auspices of the host institution.

In spite of these limitations, the summer session programs at the University of New Mexico do offer students, if not the university itself, a very low-cost opportunity to study abroad. And the adventurous student, planning carefully for the trip, may indeed accomplish the desirable goal of studying Spanish in an immersion context without the high costs usually associated with quality programs offered by some universities throughout the United States.

SMALL IS BEAUTIFUL GETTING STUDENTS FROM PITT TO LATIN AMERICA 1972–1985

Reid Reading
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The University of Pittsburgh's Center for Latin American Studies was founded in 1964 as an area program of the new Center for International Studies. One of its objectives was to provide the opportunity for undergraduates to experience Latin America first hand, as an indispensable complement to strong formal training. In the fall of 1971, twelve undergraduates were selected to participate in Pitt's first experiment with the seminar/field program.

In the beginning we were hopeful that eventually we could ev[illegible] include more students in subsequent years. [illegible] e restrictions on funding that were to affect [illegible] as ours for a long time to come, we now co[illegible] fortunate to have maintained our pr[illegible] state, and we expect it to continue fo[illegible] ble future. We also have noted several advantages, besides mo[illegible]tary ones, in keeping our program small, including increased opportunities for personalized attention to each student.

This paper is written as an introduction to the essential elements of this program, in the hope that other institutions of higher learning might become encouraged to establish similar activities for their own undergraduates.

1. The Undergraduate Certificate Program

Undergraduate students at the University of Pittsburgh with Latin American area and language interests are encouraged to apply for the Certificate Program. To qualify for the program students must demonstrate satisfactory completion of the nine-credit interdisciplinary seminar and field trip; take four Latin American area studies courses (12 credits), one in the student's major and three in at least two departments other than the major; and prove three years of college-level Spanish or Portuguese or an equivalent proficiency which may be determined through examination.

Students applying for the seminar/field trip activity are chosen through a selection process that involves personal interviews and appraisals of previous academic work. All applicants must have at least one year of Spanish or Portuguese, as appropriate, or be willing to take an intensive, ten-credit language course in the winter term concurrent with the seminar, if chosen for the seminar/field trip. Because the number of slots available in the program are limited, not all applicants can become Certificate recipients. Students who still are determined to have a recognized Latin American component in their curriculum after it becomes apparent that they cannot receive the certificate, may choose to continue adding Latin American area and language courses and receive a "Related Concentration in Latin American Studies." The requirements for this are five Latin American area studies courses (one in the student's major and four courses in at least two departments other than the major), and the equivalent of two years of college-level Spanish or Portuguese.

Those chosen to participate in the seminar/field trip activity enroll in a three-credit interdisciplinary seminar in the winter term (January-April) preceding the field trip.

The objectives of the seminar are: (1) to prepare the students for living abroad by introducing materials designed to sensitize them to the problems and rewards of cross-cultural encounters; (2) to present materials that will allow students to prepare a viable research design for use in the field; and (3) to cover essential aspects of the country to be visited, including themes in both the social sciences and the humanities.

The following abbreviated syllabus includes topics utilized in the 1975 Ecuador seminar:

1. *Orientation*
   a. *Discussion of problems (pedagogical and those faced by past groups)*
   b. *Personal introductions*
   c. *Latin American value systems*
   d. *Cultural values assignment*
2. *Journal and record-keeping: The value of writing things down*
3. *Oral history*
4. *Research in the Social Sciences and Humanities*
5. *Project design*
6. *Ecuador: general information*
7. *Geography*
8. *History*
9. *Folklore: art and music*
10. *Sociology and social problems:*
    a. *The Church*
    b. *Education*
    c. *The family*
    d. *Social welfare*
11. *The Novel: A discussion*
12. *Anthropology: The Ecuadorean indian*
13. *Language and culture*
14. *Politics and international relations*

15. *Doing political research*
16. *Immigration and the urban rural dichotomy*
17. *Economics, economic development and agrarian reform*
18. *Women*
19. *Discussion of student project designs*
20. *Intercultural understanding*
21. *Discussion: Ecuadorean and U.S. students*
22. *The community: dimensions of and Ecuadorean community studies*
23. *The town we will visit: basic data*
24. *Living in Ecuador, presented by previous participants*
25. *Last minute arrangements and instructions*

The majority of the seminar sessions are prepared by faculty members and advanced graduate students with recognized expertise in the areas to be covered during the term. In most cases the faculty members and graduate students requested as session leaders happily donate their time to the cause, although in some cases small *honoraria* are paid. Every effort is made to coordinate invitations of outside lecturers with the instructional needs of the seminar, and we have been fortunate, on several occasions, to have had renowned experts on relevant seminar topics participate in our sessions.

Normally two to three weeks are spent in sessions dealing with social science research and methodology. It is often this part of the course that produces some grumbling among the students, since it often seems irrelevant, especially to students in the humanities. Most faculty members require, however, that all the students design a project that will introduce them to the basic notions of systematic data-gathering, so even the humanities students often find themselves doing interviews and surveys. It has been my experience that there will be even more grumbling (later, in the field) if the methodological section of the seminar is underemphasized, or superficial.

Substantial readings are assigned in the seminar, and discussion of the readings often take entire sessions. Guest instructors are required to assign at least some reading to the students prior to their sessions.

Early in the term students are asked to hand in a one-page paper outlining the major thrust of their research effort in the field. This coincides with the end of the sessions on social science research and methodology, so that after the topic has been approved, students can immediately begin working on their research designs, with assistance from a faculty adviser of their own choosing. This, along with the rather heavy reading load, challenges the students appropriately.

Grades in the seminar are determined through an evaluation of discussions of the readings, an oral presentation of the research design, and a final, written design that should incorporate improvements suggested by instructors and fellow students following the oral presentation.

Of course many preparations for going abroad must be made while the seminar proceeds including innoculations, finding low-cost air fares, obtaining passports and visas, as well as maintaining correspondence by letter and telephone with people at the site who are helping to prepare for the field visit. Last minute instructions emphasize that each student should keep in mind that the most rewarding and enriching experiences are those that will occur *apart* from members of their own group, and that they should gear their minds in this direction.

II. The Field Stay

A. Choosing a Country

The field trip segment of the program has been carried out in Colombia, 4 times (1972, 1975, 1977, 1978); Brazil, 3 times (1976, 1981, 1985); Mexico, 2 times (1980, 1983); Dominican Republic, 2 times (1982, 1983); Venezuela,

once (1974); Ecuador, once (1975); and Guatemala, once (1979). In 1986 the program will be carried out in Costa Rica.

The choice of a country is dictated by several considerations. The faculty member who directs the program in a given year usually prefers to concentrate on a country in which he or she has a reasonable amount of expertise. I was asked to direct the first program, in 1972, and immediately began working on contacts in Colombia, where I had participated in a short pre-doctoral field stay in 1964 and spent a delightful year in 1967 gathering data for my dissertation. Colombia was also the site of the 1973 program.

The Center for Latin American Studies also sets directions, based on national and local priorities. For several years, it has been necessary for Latin American Studies Centers with serious aspirations to national prominence to demonstrate interest and expertise in Brazil. A rule of thumb has been to operate the program in Brazil every four to five years, a balance between the desire to go there more often, perhaps, and considerations of costs. Financially, a rest period between trips to Brazil allows the Center to save up for the next trip there.

The 1976 program in Brazil was conducted by a faculty member in geography who had done field work in Minas Gerais, and the two subsequent Brazil programs were directed by the author, whose interest had been reawakened in 1979, inspired by a group of Brazilian scholars who visited the University of Pittsburgh that year. It was impressed upon me in the sorest way just how important it was not to try to get by in Portuguese by speaking Spanish. Soon thereafter my first serious study of the language began, inspired by an invitation to give a lecture at the small college in Santos from which the 1979 visitors had come. By 1980 I felt I was up to the challenge of

conducting the 1981 program. The 1985 program in the Brazilian state of Maranhão followed a five month Fulbright lectureship in Fortaleza, so the Northeast was by then familiar territory.

Faculty members with interest and expertise in specific countries and areas conducted the Venezuelan, Guatemalan, and Mexican programs. I was asked to direct the 1975 program in Ecuador, which required several weeks of preparation. The 1982 Dominican Republic program was conducted by a visiting professor from Santo Domingo, and the following year one of our own professors with expertise in the Caribbean area took the students to the same locale as the year before.

B. Selecting the Site and Finding the Families

My inclination, and that of others who have conducted the program has been to choose small towns or cities as sites for the field stay. Since the field stay generally involves a period of just six weeks in the same locale, it is much easier for the student to become familiar with the community if it is of a "manageable" size. It makes little sense for a student to spend time in a place with which he or she cannot begin to become familiar, and/or one in which a great deal of time is spent in order simply to view the relevant environment. Locating in a small community also facilitates contact with rural Latin America, without which it is difficult to know the region.

For a variety of reasons the small town or city should be reasonably near a large metropolitan area. Just as it would not seem appropriate to carry out a field program in Latin America without exposing the student to rural life in the region, likewise it would not make sense to ignore the realities of urban life. Choosing a town from one to two hours away from a large city allows the stu-

dent to go to the city occasionally, often with the host family, to sightsee, or to gather a small amount of data that might aid in the preparation of his or her research project. Finally, a large metropolitan area affords quality medical care, should that become necessary, or, though unlikely to be required, an evacuation point.

Over the years students have lived in a great variety of situations. We have never insisted on screening the families, preferring instead not to cause a political problem for the person who has been kind enough to help us to make family-stay arrangements. We generally tell our contact in advance that we insist on only two facilities; running water, and a flush toilet. These turned out to be fairly widespread in small Latin American towns, sometimes to the amazement of Latin Americans in the larger cities who underestimated the extent to which their country cousins had "progressed".

"Why don't you go to 'my' town?" was the response of a graduate student friend of mine when I was discussing the prospective 1972 field program. He had been in Guarne which is a small town with a population of about 6,000, just outside Medellín, Antioquia) as a Peace Corps volunteer several years earlier. He put us in contact with a man whose family had hosted him, and the initial soundings were positive. Over several weeks families in the town were contacted and agreed to take in our students.

Guarne was in many ways an ideal location. The student who lived the furthest away was only a 20 minute walk from the center of town. Most of the research projects were designed to be carried out entirely in the small town environment, and so there was little need to travel frequently outside the area. Most of all, which fortunately has been the case universally, the people of Guarne were excellent hosts.

After Guarne, the program continued to enjoy the coop-

eration of local townspeople who arranged our host families. In 1974, our students were located principally in the city of La Victoria, in Venezuela. In 1975, a friend from Quito and I examined a map of Ecuador, and I put my finger on a place that I thought ideal for the program later that year. The town is called Atuntaqui, about two hours north of Quito, and a twenty minute bus ride from Ibarra. Otavalo was a few kilometers to the south.

My friend agreed to drive me there for a preliminary visit. He cautioned me that the town had to be very poor, and probably there would be few, if any families who would either have the facilities or the space to house us. We drove to the municipal building, and soon found ourselves meeting with some of the members of the town council. We broached the idea of a few Americans living there for a few weeks and were told that on the surface the idea didn't sound too bad, but that they would like to get a few more members of the council together to discuss it further. It was later decided that the town would attempt to cooperate with us, and named the local high school English teacher as our liaison. I left Ecuador with the assurance that a few weeks later the families would be selected.

News from Ecuador over the next few months was not very encouraging. Names of specific families, which we had requested in the correspondence, were slow in coming, and soon after our group arrived in Quito it was clear that there weren't enough families to house our entire group. My graduate ssistant, under our contingency plan, took the students from Quito to Guayaquil on a three-day excursion, while I went to Atuntaqui to see if the remaining families could be found. It was then that it was revealed that some families were hesitant to take in Americans, since the American students they were familiar with were hippies in and out of communes in and

near Otavalo. Fortunately I was able to convince the holdouts that our students were "different." I was able to join the group in Guayaquil for a day before we flew back to Quito, and then went on to our new place of residence for the next six weeks.

Arrangements for the 1976, 1977, 1978 and 1979 field trips were made by other faculty members, all with contacts in Brazil, Colombia, and Guatemala, respectively. I was asked by the director of the 1979 field trip to Guatemala and the Center to make a trip to Guatemala just after Christmas of 1979, to find families in Chimaltenango for the 1980 program. The director had taken the students to Antigua in 1979, and preferred to try another site for our program in 1980, but could not go personally to Guatemala to make the arrangements. I knew no one in Chimaltenango, but soon made friends with the mayor, who proved to be indispensable to my effort. Within a few days, I had all the families lined up, had taken pictures of all of them, and prepared background data. This was probably the most complete and timely data we had managed to gather on our prospective host families in the history of the program to date. As fate had it, things turned ugly in Guatemala a few months later, and it was decided to take the group to Mexico in the southern state of Chiapas, bordering on Guatemala, instead. A graduate student from the University of Pittsburgh who was working in the area, arranged the family-stays in the small city of Comitán for another successful year.

Making contacts in Itanhaém for the 1981 trip was left to a friend in Santos. Initial soundings from the mayor were not encouraging. He was reluctant to give our field stay official sponsorship because he felt that he would come under political fire if there were problems. Eventually, however, enough families were found through unofficial contacts, the mayor's own family included, and we were able to proceed with another year's program.

The setting for the 1982 and 1983 field stays was San Cristóbal, about 40 minutes from Santo Domingo. Contacts were made by the Dominican professor who conducted the program in 1982. The hospitality of our San Cristóbal hosts was among the reasons for taking another group there in 1983.

The 1984 program in Guanajuato, Mexico, was conducted by a professor of history who previously had done fieldwork in the vicinity. Many families in Guanajuato, like several of those who hosted our students in Antigua in 1979, were "professional" hosts in a city with a long tradition of receiving American students. In fact one of our students was the 24th guest her family had hosted. The liaison was an American woman who found families on a commission basis. Although this procedure was not greeted with much enthusiasm at first, the host families, with the exception of one family who had problems with alcoholism and attendant conflicts, were gracious, refined and sensitive. The major disadvantage was the high room and board fee, contrasted with most other field trips in which some host families were insulted when mention of paying them was made.

The decision to carry out our program in São Luís in 1985 was based largely on the fact that Western Pennsylvania recently became a "partner" region with the Northeast state of Maranhão, under the Partners of the Americas program. When this partnership was being proposed last year, the then associate director of the Center for Latin American Studies was approached by staff members of the Partners' organization about the prospects of conducting the 1985 program in Maranhão in order to give visibility to the new relationship. The Center agreed, and in January of this year I made a trip to São Luís to begin breaking ground for the fieldstay. I was aided greatly by the cultural coordinator of the local binational center, who, along with staff of the federal university, began to

line up families during my brief stay. By March all the families were selected and we were again in business. The city is large, and confirmed some of my reservations about conducting the program in heavily populated areas (e.g. spending lots of time getting from place to place, not being able, really, to get to know the entire community as well as would be desirable, etc.), but as usual, we were fortunate to be hosted by very outgoing and considerate people—our continuing good fortune.

C. Getting to the Field

The transition from Pittsburgh directly to the field site often is an abrupt one for students who have not previously wandered far from home. I have had the students spend a few days in a large city in the host country before moving to the site, "easing" them into the new environment. Hotels chosen normally have been in the two or three star range so that there will not be a great disparity between quarters there and in the host town. Organized tours, informal sightseeing, and shopping for locally produced crafts occupy the students' time. When not on group tours, students are encouraged to wander the city in small groups and begin using the language in shops and other locales, always with appropriate cautions about personal safety.

Thus, in 1972 and 1973 a few days were spent in downtown Bogotá before flying to Medellín and going on to Guarne. In 1975 we spent three days in Quito and then on to Guayaquil after an exciting two-day bus trip from Cali, Colombia. In 1981 time was spent in Santos before going on to Itanhaém, and in 1985, three days in Rio.

The first encounters with the host families probably are among the most tense moments of the field experience. I always have felt it best not to try to "match" families with students, for various reasons. For one, if the spirit of

our enterprise is to experience a new living situation, it seems incongruous to attempt to find the most familiar situations possible. It is also patently clear that we can never know enough about either the student or the host family in advance of the living experience, to ensure perfect "matches." We only have tried to make sure that students sharing rooms with family members share them with members of the same sex as well as to place women students in homes where the woman of the house is alone at home all day. This kind of information usually is forthcoming before we leave the United States and we have no problem making these determinations.

In Guarne our bus from Medellín stopped at the apartment I was renting to leave the heaviest baggage, and soon afterward our chief host paraded the group around the town, pausing to deposit a student from time to time. We chatted a moment with each person who greeted us at the door, but as we departed we left behind a pale, frightened, student. Even Jonathan, who had lived with his family in Ecuador a few years earlier, and handled the language quite well, looked drawn and pallid as he bid us goodbye from the doorway of his new home. We followed more or less the same procedure the next year, an. in Atuntaqui in 1975.

Our hosts in Itanhaém were financially better off than the Guarne and Atuntaqui folk, and when we got off our bus from Santos we all congregated in the Yacht Club. All the host families sat in one area of a huge banquet room/dance floor, and we filed in and took seats at tables nearby. It was fairly silent as the families looked us over and vice versa, everyone wondering who would end up with whom. My friend and I already had chosen each student's family, so my friend began calling out names to break the silence. To lighten things up a bit, I clapped as the first student walked hesitatingly toward his new family. There was rousing applause for each successive stu-

dent, and lots of smiles. The ice was broken and the way eased for entrance into the new situation. In São Luís, our families were waiting for us in one of the central *praças*, and as tired students got off the bus they were introduced to their new hosts, most of whom had automobiles, and taken "home."

III. Our "Field Goals"

A. Goal One: The Living Experience

Three objectives are associated with the field visit. Each student is expected to experience and contribute to an enriching living experience, to make significant progress in the language and to gather data for a substantial research paper. Each of these objectives will be commented on, in turn.

The phrase "experience and contribute to an enriching living experience" was chosen deliberately, over negative (and timeworn) expressions like "adjust to the new living situation." The spirit behind many programs that involve living abroad seem to be on the order of "going away so that you can truly appreciate what you have at home." Our students were challenged not just to "adjust" but to look for aspects of Latin American life that, if integrated into our own lives, could significantly improve their quality. So the idea was not to "set up" the students so that they could reinforce an already all too common chauvinism, but to sensitize them to the kinds of contributions other people, with other cultures and life styles, could make to their own lives.

Students also were expected to enrich the lives of their hosts, not in terms of bringing "enlightenment" to "underdeveloped" peoples, but more in terms of sensitive and warm human interaction that serves to reinforce faith in the brotherhood of mankind. While we are not so naïve

as to believe that some students will not have made great strides if they merely "adjust" to situations that in many cases are very much different from any they have experienced previously, it has proven to be worthwhile to pitch the goals and expectations at a high level. Some students do, in fact, catch a glimpse of these visions. If enough of them did, of course, they could be encouraged by the next generations' perceptions and perhaps even look forward to a foreign policy that in the future would prove to be much more inspiring than what we are confronted with today. But that is another (and long) story . . . .

I mentioned previously the oft-repeated "warnings" given the students about hanging out together at the field site, not just for the sake of their language development, but also because it would make it much more difficult to achieve goal one. It has been my experience that a small town site can facilitate the "decentralization" of the group. This might seem surprising, since distances in a big city should discourage students from traveling to see their friends instead of spending time with their families, working on their projects, or studying the language. But in a smaller city the director has much more possibility of "turning up" from time to time than in a bigger setting, and this acts as a deterrent to the temptation to avoid that challenging situation of the day by asking a fellow student to take advantage of the great sun and go to the beach, or there's always shopping if it's raining.

Many of the São Luís host families were located fairly near each other, in the northeastern suburbs. In this case, it was all too easy for members of the group to see each other, without the possibility of running into the director, with his "strange prejudice" against this sort of thing. Add this to the natural inclinations of groups to behave much more unconformingly than individuals; the banding together against aggressive, and threatening others, such as

the director, who was trying to regiment them; the strangeness of the new surroundings and the people; and the welcome familiar faces of fellow students, and there was a irresistible, magnetic attraction to others in the group. It did indeed take a while for the São Luís group to "dig in" and by the time this notion entered into the consciousness of some of the students it was too late for them to have experienced the kind of enrichment that we were hopeful of seeing. Thankfully, these students were in the minority, and in at least one case, involved a student with such an ingrained ethnocentrism that it would have taken much more time than we had to change her perceptions. Unfortunately we have devised no fail-safe tests for predicting behavior in the field.

B. Goal Two: Language

The language objective is fairly self-explanatory. It probably is obvious that when we go to Brazil the level of language expertise in the group as a whole is somewhat behind that of groups going to Spanish-speaking areas. Because the pool of applicants for the Brazil program is significantly smaller, we do not have as many skilled students from among which to choose.

Students who otherwise are lively and outgoing often can become reticent until their language skills improve. This is why the trips to Brazil seem all too short even in comparison with the Hispanic-American programs. Some students seem just to get "warmed up" and it is over. Even so, students in our programs have measurably improved their language skills, and have derived significant satisfaction from their new communication abilities.

No formal language training is offered in the field. Instead students themselves are expected to maximize the number of situations in which they need to hear, speak

and read. In Itanhaém one assignment given the students was to make a list of as many idiomatic expressions and slang words as they could find, and then read them in one of our group meetings. Students raised their hands if they knew what the expressions meant, and the session was lively and successful.

C. Goal Three: The Research Experience

There probably is no "correct" way to establish the relative importance of these three goals. All are critical, and all are related to legitimate dimensions of the academic experience. Each director will tend to set his or her own priorities, perhaps even subconsciously in some cases. Social scientists have tended to stress the research aspects of the program, while those in the humanities have tended to focus on language and the living experience. In all cases, however, a substantial research paper is expected from each student, and these final write-ups generally have been due by the end of the summer.

Students attempt to follow the research design they prepared in the winter term seminar as closely as possible. I have encouraged my students to go past description and on to hypothesis testing if at all feasible. Even if this proves difficult or impossible, attempting the procedures for hypothesis-testing sensitizes the students to what is necessary in order to systematically produce data that will allow them to draw limited conclusions about at least a small slice of human activity. If they fail in their attempt to draw "scientific" conclusions, either because time is short, or because the students encounter unforeseen obstacles, the "residual" is at least good description that has some degree of comprehensiveness.

Let me illustrate with one of the projects. A participant in the 1973 Guarne program, an anthropology major, early

in the seminar had expressed interest in diet and nutrition, and the descriptive part of her project was simply to determine what people in the small town actually utilized as foodstuffs. This in itself is interesting enough as comparison and contrast with the student's own culinary *milieu*.

But, in the spirit of the social scientific enterprise the student went even further. She hypothesized that, as income increases certain foods would be excluded from the diet, i.e. that certain foods would be considered "lower class" and not consumed by the more well-to-do. By hypothesizing in this fashion, she became more sensitive to the need to make very careful observations. More importantly, perhaps, she became aware of the need to attempt to draw a "scientific" sample of households in the community. If this were not done, of course, she could not be sure of her conclusions.

She began by mapping the entire community, block by block and house by house, and numbering each dwelling. We had brought along a methodology text with a table random numbers, and were thus able to determine the households to be interviewed. The student called on the designated households and was afforded excellent access. In the process she took pictures of the cooks, the food preparation area and the finished products. She catalogued all the foodstuffs she observed and tabulated their frequency of use. The results of her research showed that as income increases the variety of foods increases, but she was not able to discover any foods consumed by the more well-to-do that were excluded, or "taboo." Her research report has served as a prototype for subsequent student projects.

Other studies, whose authors also have been encouraged to utilize the hypothesis-testing format to the greatest extent possible have been diverse. Examples of topics

include political attitudes among schoolchildren, care of the mentally handicapped, health care delivery, women in the workplace, advertising and marketing locally produced consumer goods (with comparisons from Pittsburgh), the scope of local political decision-making, role socialization of men and women, local craft industries, and so on.

In most years the director has had the services of a graduate assistant to help design and run the seminar and accompany the students to the field. In the field both the director and the assistant meet with each student a minimum of once per week to review progress on the field project. These meetings are from a half hour to an hour long. All students are encouraged to invite both the director and the graduate assistant to go along at least once as the students collect data. These encounters normally are for interviews, and the director and assistant usually can pass along helpful information to the student researcher. In 1985 when I accompanied one of our brighter students as she interviewed a university professor of economics, I noticed that her interviewing style was abrupt and alienating. She also conspicuously used the familiar form of address and did so in a punctuated manner. My observation of her interview sensitized her to a few of the weaknesses of her interviewing procedures and allowed her to obtain better data on subsequent occasions.

It has also been common practice to have the group meet at least once a week for two to three hours, mostly to discuss problems that can be appropriately aired with everyone present. This also has provided an occasion for group discussion of the research project. More than once, helpful suggestions have been passed along in these meetings. In addition to the final research p[illegible] "family description" assignment normally has been requested of the students. In this eight to ten page paper the students draw brief personality profiles of each of the members [illegible] the

host family as well as a description of the living conditions in the host family's household.

IV. Leaving the Site

We always aspire to "leave the campsite in better condition than when we arrived," a traditional dictum of groups that seek the enchantment of new surroundings. Students are encouraged to show appreciation for the efforts the family makes on their behalf, with sincere words of gratitude or little remembrances. Students leave the states with rather significant gifts for their families. The program subsidized these purchases up to a total of $30 in 1985, and they are always appreciated. We always invite our hosts to a farewell dinner during our last weekend in the town. Our São Luís gala evening featured talent presentations by both Americans and Brazilians.

More important than any of the outward manifestations of our gratitude, of course, is the overall consideration shown to the hosts. Observing the family's schedule, making sure to call or otherwise inform the families of one's whereabouts or late arrival, helping appropriately, as defined by the host family, around the house, and by being polite and courteous—all should be guidelines for guests, universally. Many times tight bonds are formed, and it is expected that students will maintain correspondence with the families that hosted them. This begins with a letter, from home, thanking the family once more for all they did for their guest. Indeed, some families have expressed bitterness when this is not done. Many students, of course, simply cannot be convinced to do this, but they should realize the consequences of this neglect for subsequent groups that may want to request the same families as hosts. Fortunately, some correspondence between former guests and their host families have continued over the years.

V. Traveling After the Field Stay

Students have the opportunity for group travel after our six weeks at the field site. It would seem imprudent not to see other places in a country as far away as Brazil. In 1981, the group traveled to Belo Horizonte, Ouro Preto, Brasília and Salvador. In addition, São Paulo was visited on a weekend or two by everyone. In 1985 students spent three days in Salvador, four days in Rio, three days in São Paolo/Santos and two days in Foz de Iguaçu, all on a two-week air pass. Other field trips have had similar itineraries. On all occasions efforts were made to introduce the students to as many places of cultural interest as possible.

VI. Financing the Program

The Program is financially manageable at the University of Pittsburgh, given external funding presently available. Colleges and universities lacking strong external funding sources may be able to implement programs similar to the one at Pitt by cutting back on the program and/or requiring higher contributions from the student participants. The realities of most student's financial status at Pitt do not allow for contributions higher than those we now require.

The 1985 program cost $30,000 keeping in mind that international travel expenses for Brazil are substantially higher than for other international trips. These funds were allocated for the following cost categories:

(1) Faculty salary
(2) Graduate Assistant salary
(3) Air travel, 13 people
(4) Housing
  (a) Room and board for 12 students
  (b) Director's housing

(5) *Director's field expenses*
(6) *Touring (12 days)*
  (a) *Hotel*
  (b) *Food*
  (c) *Tour buses*
(7) *Transportation*
  (a) *Taxies*
  (b) *Baggage tips*
  (c) *Airport taxes, etc.*
(8) *Miscellaneous*
  (a) *Reimbursements to participants for medical treatment*
  (b) *Honoraria for families, consultants, etc.*

Funding sourc[illegible] Brazil included contributions from 11 undergradua[illegible] pants ($600 each), for a total of $6,600; Hard mo[illegible] university contributions of $4,360; and external funding of $6300 from the Department of Education and $12,670 from local donors.

The funding pattern changes from year to year. In 1985 university hard money contributions were kept to a minimum because of strong outside support. In previous years, hard money contributions have been as high as $10,000.

An institution willing to cut the scope of the program, especially in the start-up years, could eliminate the tours at the end of the program, saving about $4,700, in 1985 prices. If the contributions from student participants were doubled, to $1,200 (which still would represent only the cost of airfare), another $[illegible]600 could be saved, for a total reduction in the budget of about $11,300. Assuming a hard money contribution from the college or university of about $5,000, external funding of only $7,000 would be required. This kind of money often can be raised locally, if federal or state funding is not available.

Evaluating the Program

Since 1978 questionnaires have been administered to students and their hosts in an effort to evaluate the program from the point of view of each group. Many items on the questionnaire have been fashioned from concepts introduced in Raymond L. Gorden's *Living in Latin America: A Case Study in Cross Cultural Communication*.[2]

Briefly stated, Gorden attempts to show that "both the Americans and the Colombians draw rather basic conclusions about the others' character as a result of 'trivial' misinterpretations." The misinterpretations occur because of "certain unspoken assumptions which govern the interaction between people" in every culture: language learning alone does not provide access to those silent assumptions.

Tentative findings show that Pitt students have been quite successful in their attempt to break down the barriers to understanding created by the "silent assumptions" of the host culture. Questionnaires from host families generally are positive.

It also is common (and gratifying) for students to evaluate the program in terms like "this has been the single most important academic experience I have had." Given the stresses and strains inherent in an activity like this the experience usually is appreciated more after some time has passed. Even so, mature, even-tempered students realize the benefits of a program like this and evaluate it in glowing terms as they experience it.

NOTES

[1]The author expresses his appreciation for support provided by the Center for Latin American Studies and the West European Studies Program at the University of Pittsburgh.

[2](Skokie, Illinois: National Textbook Co., 1974)

INDEPENDENT STUDY WITHIN THE STUDY ABROAD PROGRAM

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Rutgers University has operated a summer program in Spain since 1982. Like many other summer and shorter study abroad programs (those that last for only an intersession or a quarter), the Rutgers program includes a course to be taught by the director. The use of instructors from the home institution is sometimes used to maintain academic standards in the study abroad program. It also serves to solve certain other problems facing study abroad programs, such as differences in academic calendars in the host country and the country of origin or the need to award a specific number of credits within a given amount of time. In the case of Rutgers, a two credit culture course taught by the director enables the students to complete six credits during a six week program, four in a language course and the remaining two in the culture course.

Whatever the reasons for establishing courses taught by instructors from the country of origin, the practice, in some sense, undermines the purpose of study abroad. In all programs, and especially in the shorter ones, it is essential to maximize students' exposure to the host language and the host culture. It is important to take students as far away from their familiar environment as possible, so that they can begin to appreciate and learn from the environment in which they are living. Instructors from the home institution, even if they are native speakers and even if they were born and raised in the culture of the host country, cannot provide the same kind of

learning experience as instructors who reside currently in the host culture. Given these convictions, in the summer of 1984 it was decided to redesign our culture course and try to utilize the host culture and its representatives to the maximum. At the same time, the aim was to structure a program that would be reasonably rigorous and allow for an honest evaluation of the students' progress. Although this paper deals specifically with a culture course, other types of courses could be designed along the same lines.

Previous directors had already moved towards structuring the course as an independent study. With over thirty students ranging from low intermediate to advanced level, this was found to be an effective way to approach the situation. Since the Rutgers program does not accept any students with less than one and generally two years of Spanish, students have the linguistic ability to pursue some forms of independent study.

Prior to 1984, students had been assigned research projects on approved topics. This practice had proven to be less than satisfactory, especially since library facilities are not readily available to students on summer or intersession programs. Furthermore, a research oriented paper can be done in the United States and therefore does not capitalize on the fact that the students are in a foreign country.

Having discovered that many students on the shorter programs do not immerse themselves very fully into the host culture, it became important to design a course that would involve the students with Spain and Spaniards and to provide as wide an exposure as possible to the language. An additional goal was to provide students with a better understanding of at least one aspect of Spanish culture. And finally, there had to be some means to measure the students' linguistic and conceptual growth.

During an orientation session eight weeks before depar-

ture, students were invited to submit research topics for the director's approval. The topics had to be somewhat broad in scope and relatively contemporary. The breadth was necessary so that the topic could be refocussed if students could not find sufficient information. The contemporary nature of the topic was to ensure that the students could use a variety of sources. Before leaving for Spain, the students were required to research their topic in local and university libraries. In Spain, they were told to continue their search for written sources of information in bookstores, newspapers, magazines, and if available, the Spanish university library. In addition, they were required to interview five to ten Spaniards who were knowledgeable on the subject. Finally, they had to write a paper discussing the results of their research.

A description of some of the projects will help to demonstrate how they worked and what they accomplished. The topics chosen included studies of *Opus Dei*, the present Spanish political system, contemporary Spanish dentistry, divorce, Spanish television, Spanish film, Spanish medicine, the economy of Spain and in particular, Salamanca.

One project involved the study of sports and leisure facilities by a student majoring in recreational management who already had a good background in the subject. Although not able to find specific sources on Spanish recreational facilities before leaving the United States, the student was able to read general comparative studies which included information on Latin and Hispanic cultures. In Spain, she was able to find some articles in newspapers but found very little in print. Because she had less information from written sources, it was decided that it would be preferable to interview more Spaniards and to make every effort to talk with people who had a broad range of knowledge on the subject.

Like any other attempt to gather information, the stu-

dent found the first stages the most difficult. Since there is no comparable university program in Spain, she did not know where to begin. It was suggested that she might try to consult the phone directories and local residents to find out where to turn for information. At this point, the student took the initiative and no further discussion about the project was necessary until it was handed in in final form.

The student had managed to contact directors of three sports facilities as well as interview a recreational planner for the city of Salamanca. In the process she had to work her way through the local system, making phone calls, asking for directions, finding her way around the city to places that she did not normally visit and dealing with a variety of Spaniards that she never would have met otherwise. Furthermore, she learned that recreation in Spain is largely a private enterprise, in comparison with the United States. This in itself led to an interesting discussion about the role of government in the two countries and the differing spheres of governmental activity in the two cultures.

Another project dealt with the situation of Sephardic Jews in present day Spanish society. The student was able to find a wealth of material on the history of the Sefardí prior to leaving the United States. In Spain, he attempted to contact Jewish groups in Salamanca but found that there was no organized Jewish population. Again, in the process of making inquiries, the student had to work his way through a variety of experiences and social levels. He took the opportunity to query Salamancans about their knowledge and feelings concerning the Jewish population in Spain and then decided to return to Madrid to meet with members of the community that he had been told existed there. This was in itself a step this particular student probably never would have taken as he was shy and reluctant to venture out on his own. Nevertheless, armed

with a specific mission, he travelled to Madrid on two separate occasions. With difficulty, he was able to speak with some of the congregation in Madrid. His final report included a variety of interesting insights, based on written sources, his Spanish and Jewish oral sources, and his own tentative conclusions drawn from a comparison of the Jewish community in the United States and Spain.

The course was successful in numerous ways. By drawing on a variety of sources, students were exposed to the different uses of language, formal and informal, journalistic and scholarly, oral and written. By requiring a final written paper, with footnotes and bibliography, the students were forced to utilize all four language skills: speaking, listening, reading, and writing.

From the written paper, it was very obvious which students had really done their work well and it was not difficult to evaluate the different projects. Less tangible, but probably more important, the students had a motive and opportunity to expand their contacts. Working one's way through another culture is always an education about that culture and since there are always false starts and false leads, the actual contact with Spaniards was quite extensive.

Initially, many students were inhibited and needed encouragement (and even some pushing) to get started. However, once they began to contact and speak with local sources, they gained confidence in themselves and in their abilities to work the system. Furthermore, since most Spaniards are delighted to speak about Spain or aspects of Spain, the students developed a positive, warm feeling about the country and its people.

On the negative side, any cultural study can degenerate into an expression of individual prejudices, especially if the sources are not chosen with care. Since this could not be totally controlled, I tried to counteract potential bias by

means of periodic discussions with the students at regular intervals. In only one case did a student write a paper that revealed more about her own prejudice than about Spanish culture and it is not clear that any amount of control would have changed this. In all other respects, the course proved successful and will be conducted in the same manner in the future, with only one minor change. That modification arose from the fact that the results of the student's independent study were interesting enough to set aside time for program participants to present their findings to various student groups.

In my mind, maintaining academic standards is synonymous with providing a learning experience. For those who by choice or necessity offer courses taught by instructors from the home institution, independent study with extensive use of the host culture is one way to provide this.

STUDY ABROAD: EXPERIENTIAL LEARNING AND ACADEMICS

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The notion of study in a foreign country is anything but new; indeed, it has a long and honorable history. The term "study abroad," used generically, implies anything from exclusive boarding schools to graduate study in any one of a number of universities that opens its doors to foreign students. Americans are relative newcomers to the "study abroad" scene which really did not assume its current proportions until after World War II, and after the reconstruction of Europe was well underway.

Since the fifties and sixties overseas study has grown by leaps and bounds, with more and more students participating in programs in almost all corners of the world. In addition to the forms of study abroad noted above, which were usually reserved for the financial and social elite, there are now high school programs such as regularized exchanges, the increasingly popular AFS programs, and specific exchanges such as the Congress-Bundestag Exchange Program. For college or university students there are semester and summer programs, as well as the "Junior Years." Some separate institutions have even been established on foreign soil, with their primary clientele being college-age Americans.

Institutions differ in their motivations and rationales for offering American students the opportunity to study abroad. The scope of the present discussion is limited to the American college or university sphere, including the summer, semester or year abroad, and where credit is

granted for work done overseas. Students can, in such programs, make progress toward their academic degrees while experiencing at first hand, with greater or lesser intensity, the life and culture of another people.

What are some of the more important outcomes we hope to achieve when our institutions sponsor an academic program abroad? One is certainly providing the student with the opportunity for personal growth, i.e. a broadening of horizons, regular exposure to and growing appreciation for cultural patterns different from one's own, a greater awareness of values, lifestyles, behavior patterns in the individual's own culture, and a heightened self-confidence and independence of thought and action. In addition, a goal crucial to most students and probably to almost all those providing the wherewithal to make the experience possible: minimal or no loss of time spent in post-secondary education. This can well be translated into phrases such as "progress toward a degree," or "a sound and sensible experience programmatically," or even simply "academic credit." Time and finances are, in short, important factors.

Bettina Hansel and Neal Grove, in an AFS Research Report state that, "students can study a foreign language in school . . . while living in a foreign country. They can learn about the customs of other people by listening to classroom lectures, or by trying to practice these customs in their dealings with people in that other country. In other words, students can learn through 'information assimilation' or through 'experiential learning'."[1]

This contrast between "information assimilation" and "experiential learning" as two discrete processes in learning was set up by James S. Coleman, a learning theorist at the University of Chicago.[2] It may be helpful to outline briefly the two processes as Coleman describes them and ask the reader to apply them to his or her own area of interest in the framework of study abroad programs.

During the process of "information assimilation" data is received and then transmitted through a symbolic medium, such as words, as in a lecture or a book. The information deals with either a general principle or specific examples illustrating a general principle. The second step in this learning process involves assimilating and organizing information so that the general principle is understood. Third, the learner is able to infer a particular application from a general principle. And finally, having applied the first three steps, the learner moves to the realm of action. All of us have learned in this way which is probably *the* characteristic learning process in post-secondary education at our colleges and universities.

"Experiential learning," on the other hand, reverses the order of the "information assimilation" process. First, one acts and sees the effects of an action. Second, one understands the particular action and its effects in such a way as to anticipate the effect if the action were to be repeated. Then comes the third step: understanding the general principle under which the particular instance falls. It is obviously to be anticipated that this generalizing would most likely occur after actions and effects over a range of circumstances.[3] And finally, once the general principle is understood, the final step is its application through action in a new circumstance within the range of generalization. Now, however, the actor, because he or she has completed this learning process in one set of circumstances, will be able to anticipate what the effect of the new action will be.

This mode of learning can be applied to foreign language acquisition as well. We hear and repeat an utterance (sometimes it takes more than once) and we observe an effect. If the effect is one we desire, the reenforcement effect is strong, and the resulting sense of accomplishment is also strong. We wish to keep learning in this mode, and with each new and successful experience we

become more and more motivated. Learning theorists have established another pair of terminological opposites, one of which, "intrinsic motivation," reflects the lofty motivation described above. "Extrinsic motivation," by contrast, stems from baser motives, grades, for example. We could speak of motivation from within and from without. Those interested in foreign language methodology will see in the two learning processes also the contrast between the old grammar-translation method and the audio-lingual method, the inductive and deductive approaches.

To show how this applies to the topic of overseas study I must return to the statement from Hansel and Grove's AFS Research Report. "Students can study a foreign language in school or while living in a foreign country," on the face of it, a very simple choice. But given such alternatives, what adventurous, ambitious high school student could resist the second—the charm and romance of studying in some exotic land, especially when the contrast is to learning in a "sterile" school atmosphere while living at home. How many brochures have appeared which hold out essentially the same challenge and promise as the AFS report, brochures coming from colleges or universities, however, and pitched to students at the post-secondary level? "Learn French in France this summer!"; "Learn German in one semester in Germany!"

Most such programs do essentially what they say they w... Experiential learning does take place, students are often (alas, not always) exposed to the language and sometimes the people and customs of the country whose language they are studying. But, viewed objectively, total linguistic immersion of this sort is possible in a non-overseas setting, too. For German, the eminently successful "*Sommerschule am Pazifik*" and its east-coast counterpart, the much younger "*Sommerschule am Atlantik*" would be good examples of programs with good results not requir-

ing overseas study. And, of course, there is Middlebury, with its entirely justified good reputation. The present discussion will exclude such language learning programs from consideration and concentrate on the question of experiential learning in the context of academic programs abroad which have as a primary stated goal a meaningful academic experience in a foreign setting, whether the emphasis is on language or other areas.

While experiential learning has long been recognized as a valid basis for the granting of academic credit,[4] in my view, experiential learning alone is not enough and simply cannot serve as a sound justification for a program abroad. Rather, there must be a mix of the experiential and classroom learning processes.

By going to the foreign setting, we are operating in the area of experiential learning. First, on the linguistic level, and second, on what might loosely be called the "cultural level." The student learns by doing, by making the inevitable *faux pas*, our careful orientation efforts notwithstanding. But this is only *one* dimension of the academic program abroad. In the foreign setting the intrinsic motivation engendered by experiential learning is augmented by the necessity for learning for survival, first on the day-to-day basis, and second on the academic level.

Equally important to us as teachers and administrators in a college or university must be the goal of a successful, and rewarding *academic* experience for the student. Students should be challenged academically if they are to gain the most from study abroad. I would submit that they are best challenged academically if they are put in an academic setting similar to the one from which they came, i.e. a university setting, only in a foreign culture, which is firmly rooted in the "information assimilation" mode of learning.

If there can be agreement on the premise that the best

way to give students a challenging academic experience is to place them in an academic setting, then certain prerequisites must be fulfilled. First, the student should have the necessary tools to be able to cope with the academic world in another culture, i.e. the student must be reasonably well prepared linguistically. Second, students should have demonstrated that they are capable of doing good, solid academic work in their home setting and in their own language. And third, procedures should also have been worked out to insure that evaluation of students' work is done either by or at least in consultation with the professors teaching these university courses.

Many colleges and universities sponsoring academic programs abroad do indeed subscribe to such ideas and implement procedures comparable to those outlined above. They select students who have proven themselves capable as students and who have the requisite linguistic skills. And they have insured that student progress is adequately evaluated.

In addition, I believe it is advantageous that the home institution work out an agreement with the foreign university which enables American students to be integrated with their "foreign" peers. An affiliation with a foreign university allows the student to enroll in "normal" university classes, sometimes with tutorials arranged by the program administration to help out with the inevitable and increased problems of communication between professors and students. Unfortunately, it frequently happens that some foreign universities are not inclined, for one reason or another, to enter into an agreement with an American program. Housing may be a significant factor. Perhaps the American institution does not enjoy the "status" the foreign university deems appropriate. Sometimes the foreign university is already saturated with American programs and students. One solution to the problem is to set up a

program in the geographical *area* of a foreign university, alone or in concert with other American institutions facing the same problem.

At times an institution must compromise in order to get a program, any program, established. With the increased popularity of study abroad more and more institutions have felt compelled to do so. One compromise leads to another, no matter how good the original intention: language proficiency requirements are either relaxed or eliminated completely; GPA prerequisites (as a sign of academic capability—by no means sacred, but a good indicator) are lowered. To accommodate the desire for, indeed the need for credit for the overseas study experience, standards are adopted that fall just a bit short of what is normally found; credit is granted for programs with marginal academic content; activities that one would usually view as "broadening experiences" but not really worth academic credit suddenly *are* worth credit, usually in the name of "experiential learning."

I would warn that students who are seeking a study abroad program, or teachers who are advising students where they might go for an international credit granting academic experience, would do well to study the promotional literature in order to evaluate a program's emphasis. In some programs, no particular class standing is required and students with little or no linguistic preparation are allowed to participate. Other programs require a minimum GPA of 2.0 on a 4.0 scale as a prerequisite, and this in an age of grade inflation. As an incentive some programs offer so much travel (often within a semester or even a short summer course), that any real academic experience is all but impossible. Still others do not guarantee course offerings. I would suggest that these types of programs may provide the student with a good deal of experiential learning, which will be of value, but precious little in the way of an academic experience.

Any number of examples could be cited, each with its own particular character and appeal, but all have in common a marked lack of emphasis on the academic and, in my view, entirely too much stress on the experiential. Let me illustrate my point with a mini-test for the reader.

Contrast two programs:

A. A two-week summer trip to the Soviet Union. Applicants need meet no requirements at all, linguistic or otherwise. Participants are, however, encouraged to attend eight "background lectures." The cost includes a brief stay in and tour of Stockholm, as well as trans-Atlantic transportation, room, board, land transportation and entrance fees. Cities to be visited include Moscow, Yaroslavl, Tallinn and Leningrad.

B. A two-week summer trip that introduces participants to both sides of the wall in Berlin, Potsdam, Wittenberg, Leipzig, Weimar, Eisenach, Meissen, Dresden, Prague and Vienna. The program offers a series of lectures for "cultural enrichment" and "individual attention to individual questions." The cost includes trans-Atlantic transportation, room, most meals, land transportation, city tours and even a concert in Leipzig.

The test questions: Which program is sponsored by an educational institution and which by an alumni group in cooperation with a travel agency? Which program will enable participants to earn academic credit? The costs will give away the secret: "A" costs $1680, "B" costs $2450 (from New York). "A" is the credit-granting program, though nowhere is there mention of written work or an effort of any kind to assess what and how much participants have learned. *Both* programs offer experiential learning, both are quite similar in length, itinerary and in richness of experience. Of course, "B" provides for better

hotel accommodations, though "A" does promise "first-class accommodations."

The point is clear. There are study abroad programs and there are study abroad programs. Some offer no more than experiential learning, others couple that with a solid academic basis, and the academics are emphasized. In setting up the dichotomy in the title of my remarks, I did not think of the two poles of experiential learning and academics as mutually exclusive. I did intend to show that we in international education must strive for quality and good academic sense in setting up our programs. While some travel may enhance the academic experience, programs which are primarily sight-seeing expeditions should be left to travel agents and should not be awarded academic credit. We must fulfill our responsibilities to our students and do what is appropriate for an institution of higher learning. We ought not to become involved in questionable overseas study programs because it is at the moment fashionable to do so or because our institutions become "more prestigious" for having an array of academic programs abroad.

Despite the validity of "experiential learning" as a basis for the granting of academic credit, it is imperative that this type of learning be integrated with the process of "information assimilation" as found in the classroom setting. In a study abroad program, this is preferably done in the foreign university itself. There are some institutions sponsoring academic programs that would do well to re-evaluate the soundness of their study abroad enterprise with a credit-granting arrangement. Perhaps the time has come for the academic programs abroad community to consider the advisability of establishing an accrediting mechanism in some form to attempt to insure that credit-granting programs strike an effective balance between experiential and academic components.

NOTES

[1] Bettina Hansel and Neal Grove, AFS Research Report #25. Originally prepared in May, 1984, and revised in November, 1984.

[2] James S. Coleman, "Differences Between Experiential and Classroom Learning," in Morris T. Keeton and Associates eds., *Experiential Learning. Rationale, Characteristics, and Assessment*, (San Francisco and London: Jossey-Bass Publishers, 1976.) pp. 49-61.

[3] Coleman notes that the understanding of a general principle in this context does not necessarily imply the ability to describe the principle in a symbolic medium, in words, for example.

[4] An interesting history of this practice is to be found in Norbert J. Hruby, "The Faculty as Key to Quality Assurance— Fact and Mystique," *New Directions for Experiential Learning*, Nr. 9, 1980, pp. 41-51. CLEP testing, which is in use at many colleges and universities, is another, more formalized, manifestation of this way of recognizing life-experience in terms of academic credit.

IS SUMMER STUDY ABROAD WORTH IT? FOR THE STUDENTS? FOR THE DIRECTOR?

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Results of a recent study by the Council for International Educational Exchange revealed that U.S. students are predominately interested in or able to pursue only short-term experiences abroad.[1] Sixty seven percent of all students sampled in this study intended to stay overseas for less than three months. Forty one percent of the students participating in U.S.-sponsored programs planned to return to the U.S. within three months. Another surprising finding is that Engineering and Business majors make up nearly 25 percent of U.S. students travelling abroad, while students majoring in a foreign language comprise only 12 percent of students sampled.[2]

The CIEE survey's findings are of particular relevance to summer study abroad. Although the predilection for short-term foreign study experiences may come as no surprise, data of this sort does remind us of our responsibility in assuring that our briefer study abroad programs, and particularly summer programs, be "worth it." Indeed, summer study of relatively short duration, generally of eight weeks or less, is in many cases the only option for study abroad open to students because of personal, financial, or academic considerations. Even then, study abroad often is possible only at considerable sacrifice.

It is especially important, therefore, that everyone involved in such programs derive from them the maximum worth, in terms of money and time invested, and intellectual, physical and emotional energy expended. In short, an appreciable linguistic, academic and personal "profit" should be gained from any short-term study abroad experience. Thus short-term programs ought to be tailored with the greatest care to fit the participants' needs and interests, and to be optimally profitable within the constraints of minimal program length.

Before taking up the question of worth *per se*, several clarifications should be made. Firstly, by "summer study abroad" I mean formal institutionally-associated, language-based programs through which students may earn full academic credit and customarily satisfy requirements toward a major or minor in a foreign language. Accordingly, my remarks are not intended to apply to informal tours or independent homestay arrangements, although these may be integral aspects of a legitimate summer study abroad program.

Secondly, it should be understood that "worth" is not something that easily can be measured. We must recognize that when it comes to study abroad experiences worth almost always is a multifaceted affair. While some aspects of a program may be perceived as eminently worthwhile, others may not.

To be sure, the question of whether or not a summer study abroad program is worth it is, in the final analysis, an individual matter. It can be argued that what one gets out of a program depends in large measure on what one puts into it. Furthermore, what one individual may feel is extremely worthwhile may be considered by another as merely satisfactory, less than satisfactory, or even without value.

Perhaps a fruitful approach to the illusive issue of worth may be to put forth some general suggestions

regarding the kind of ingredients which, I am convinced, must be present in sufficient quality and quantity to insure the fullest worth of a summer study abroad program. As indicated in the title of this paper, I will limit my discussion to the two main parties involved, i.e., the students and the director.

My experience as a study abroad program director has made me aware of many important problem areas, several of which I propose to discuss in the following pages. These include (1) the duration of a summer program; (2) curriculum considerations; (3) optional or required travel; (4) housing; (5) the director; and (6) evaluating the program.

(1) Duration of a Summer Program

From a financial point of view, the cost of overseas transportation alone argues strongly in favor of a stay of no less than a month in order to get a reasonable return on one's investment. Comments from former program participants indicate that a minimum of four weeks is just barely enough time to warrant the cost and to derive significant benefit from a summer study abroad program. If a program does not last at least that long, it hardly allows the student to begin to experience the foreign environment in a meaningful, reflective way, or to recover from the initial linguistic shock wave and begin to make perceptible linguistic advances. In this regard, a student on a study abroad program is much like a young tree which, when transplanted, must have sufficient time to recuperate from being uprooted, to become accustomed to the new soil, and especially to extend its roots and grow a bit in its new setting before being re-transplanted back to its native habitat.

(2) Curriculum Considerations

From a director's point of view, I believe we defeat the purpose of summer study abroad merely to duplicate an American program on foreign soil. This sometimes is done precisely out of concern for academic integrity or consistency in course content, but I would contend that in doing so more is lost than is gained and students are correct in viewing this as a devaluation of their experience abroad.

Some students go abroad to study with instructors who are natives of the host country. Naturally, these students would be disappointed if deprived of the opportunity to be taught by foreign professors whose outlook, teaching style, and linguistic particularities may vary from those of their professors back home, particularly their regular professors who are not native speakers. On the other hand, the quality or effectiveness of instruction can make or break a program, and very tricky problems sometimes occur because of foreign approaches to teaching which differ radically from those to which American students are accustomed.

From the student's point of view, the worth or success of a summer study abroad experience may be measured partially in terms of the fulfillment of prior expectations. In this regard, I think it is safe to assume that most students who decide to participate in a highly structured summer study program expect an academic experience as good as or better than an educational experience available on the home campus. If, in fact, the expectation of informative, well-taught classes is not met then the student rightfully may feel defrauded and conclude that, at least in this critical aspect, the program has not been worth it.

Similarly awkward problems may arise on the home campus with students who have received credit and satis-

fied prerequisites through work done abroad, but who in reality are not prepared for the higher-level classes into which their summer study has allowed them to advance. Such a situation is likely to lead to hard, embarrassing questions about the integrity of the program and to raise damaging doubts about its worth in the minds of prospective students.

For students who elect to study abroad mainly to enhance their linguistic skills and to broaden their understanding of a foreign culture, summer study programs best serve student interests through language, civilization and culture, or comparable courses which spill over into and are reinforced by the immediate surroundings. Thus, a summer program will be most advantageous if it emphasizes in-class work and material drawn from daily life, rather than imposing a heavy burden of time-consuming homework. There is little rationale in offering to students who are abroad for a short period courses which require extensive, difficult reading, long hours in the library, lengthy written reports, or, in short, work which can be done as well or better during the regular academic year. Furthermore, it probably is less productive to have students spend afternoons as well as mornings in class and in required group functions, than to leave most afternoons and evenings free, either for directed activities or for self-initiated exploration, discovery, and assimilation into the new exotic world around them.

The experiences and insights which result from free time *well* spent can be creatively exploited by integrating them into the academic side of a program. Indeed, personal cultural encounters are at the heart of the brief study abroad experience. If too much of the student's time is taken up with classes, homework, and official events, then one of the potentially most valuable and memorable facets of the overseas adventure may be lost and the worth of the program proportionately diminished.

Also within the scope of curricular concerns are the effects of mixing beginners with intermediate and advanced language students. In my experience, rank beginners have a much more difficult time and profit less from a summer study abroad experience than do students who already have achieved at least an elementary level of linguistic competence. What is more, because beginning students are incapable of almost any sustained use of the foreign language, they sometimes hinder the progress of their more advanced companions with whom they converse in English, and they may be resented for this reason. A good language base attained before embarking on study abroad is a distinct advantage to the student because it permits faster, easier progress, more meaningful interaction with the native population, and, as a result, greater personal satisfaction.

For similar reasons, it is questionable whether a language-oriented program should include classes taught in English. My own feeling is that such courses, although suitable for certain kinds of programs, are out of place in a foreign language program since they are antithetical to the primary aim of language learning and detract from the unique benefits of total immersion in the foreign language environment. Serious language students cannot help but recognize the contradictory nature of courses in English, which in no way help them to become more proficient users of the foreign language in a situation where time is at a premium.

Students also tend to be critical of large, impersonal classes and expect more individual attention than often is possible in large enrollment-driven American undergraduate language classes. In this regard, smaller programs may have a distinct advantage over larger ones by affording students a more individualized relationship both with the program director and with the foreign instructors. In any case, a highly personalized classroom experience clearly is

preferable for achieving maximum progress in the development of language skills, especially conversational skills, over a short period of time. The promise of very small classes is a strong selling point for a study abroad program, and students are as vocal in their appreciation of this positive feature as they are in their disappointment with large, depersonalized programs and classes where there are too many students for any effective individual attention.

(3) Optional or Required Travel

Another standard feature of many programs about which students frequently raise the question of worth are the optional or required local cultural visits, out-of-town excursions, and longer tours to places of particular historic and scenic interest. Although some amount of worth almost always is accorded these activities, the students' appreciation and enjoyment of them can be curtailed severely if a number of all-too-common pitfalls are not circumvented.

If, for example, students are transported impersonally back and forth in large groups, are herded rapidly from one monument or historic site to another by indifferent, or impatient and difficult to understand local guides, and are given little or no time to wander about and absorb the sights on their own, then a great deal of the potential value of these activities will be forfeited. Admittedly, this situation appears to be an inherent evil of large-scale tourism and can be difficult to avoid. But it is well worth all the time and effort that may be needed to find imaginative alternate ways to conduct these visits, trips and tours.

By scheduling excursions during the week rather than on weekends, for example, it may be possible to bypass

the heaviest crowds of sightseers and to avoid exasperating traffic delays. At the very least, large groups should be divided into smaller groups of ten or fewer students, each with its own guide, each moving at its own pace, not trying to cover too much ground, and with time to pause for questions and to exchange impressions. In addition, it is essential that the students be given a thorough orientation and explanatory materials before each excursion, and that afterward there be discussion sessions and perhaps a brief written exercise as well. If cultural outings are allowed to resemble cattle-drives then they may be perceived by students as a major shortcoming in a study abroad program.

(4) Housing

Another important aspect of summer study abroad, which I will discuss from the student's point of view, is housing, and here I would also include meals. The two most common housing arrangements are student residence halls, which frequently are quite posh and replete with amenities, and an often much less luxurious accommodation in a private household.

In a practical and physical sense, the student's dollar for housing is well spent when he or she lives in a dormitory. A student residence hall is an attractive option because of comfort and the convenience of having classes, meals, lectures and recreational facilities all in a central location. This sort of package deal also can be cost-effective and generally is relatively unproblematic.

From another perspective, the self-contained residence hall arrangement cannot offer the student certain invaluable experiences which are possible only through study abroad and specifically when one is a boarder in a private household. There is no question in my mind that under

the proper circumstances a homestay is superior to the residential plan because of the chance it affords the student to participate actively in the everyday life of the country both in and out of the home, and to be exposed to the foreign language in a rich variety of contexts. Of course, for a number of reasons the household alternative also may be more stressful and the risk of dissatisfaction probably is greater than with a dormitory. A truly unhappy homestay can so spoil summer study abroad that a student may not see enough worth in a program to remain enrolled. In most cases, however, the rewards of a homestay far outweigh any minor vexations and discomforts; which often also are an instructive part of the overall educational experience. Students of my acquaintance who have spent time abroad under both living arrangements have not hesitated to ascribe greater educational and personal value to the homestay.

(5) The Director

One might assume that if all goes well for the students, then the worth of a summer study abroad program also is assured for the faculty member in charge. This usually may be true, but sometimes there are mitigating circumstances which complicate the matter of worth for a director.

Most directors are committed, idealistic individuals willing to make sacrifices for the well-being of their students. But a director's motivation seldom is entirely selfless, nor should it be. For the non-native-speaking director in particular, a summer study abroad program is a vital opportunity to take a reinvigorating plunge into the foreign language environment, to become a student again oneself, perhaps to carry out some research, and, yes, also to mix pleasure with professional profit. For many of us, a

summer study abroad program which pays our expenses is the only way we can afford to have this indispensable, revitalizing experience. This opportunity, along with a dedication to the principle of study abroad in itself, is a major incentive for becoming a study abroad program director.

Consequently, although most directors expect a few problems and take them in stride, if the success of a program is at the expense of nearly all of the director's personal benefit and enjoyment, then one's idealistic devotion to summer study abroad for the student's sake is likely to wane and may disappear altogether. Even under the best of conditions, directing a summer study abroad program demands so much time, energy and responsibility that many educators are unwilling to take this task upon themselves regardless of the potential personal benefits. If a program proves to be so time-consuming, problem-ridden, and fraught with worries that the director is run ragged and is constantly preoccupied, then no matter how well he or she copes and keeps things running smoothly, the director understandably may be disinclined ever to organize and direct a program again.

Even more disheartening than problems which arise abroad are the inhibiting factors which one can encounter right at home. One such inhibiting factor occurs when an eager faculty member is thrown back on his or her own devices entirely in attempting to organize a summer study abroad program. If, for example, there is no central International Programs Office to help with budgeting, travel arrangements, and similar details; if there is no scholarship support or there are no tuition breaks to attract students; no secretarial help or funds for publicity; no administrative support in the form of released time; or worse yet, if there is complete administrative indifference; if there is no allowance given for enrollments below the

official minimum; and finally if one must accept a stipend below what colleagues are getting to teach regular summer courses on campus, or be forced to pay expenses out of one's own pocket; then only the most altruistic, unwavering champion of study abroad is likely to respond positively when asked whether or not summer study abroad is worth it for the director.

Perhaps the most devastating, non-sensical and galling negation of the worth of study abroad will occur if little or no recognition of the director's role is given in the awarding of merit raises and in promotion and tenure decisions. Few inhibiting factors can be more demoralizing and will more quickly dampen a faculty member's enthusiasm, especially that of an untenured junior faculty member, than to realize that this sort of service counts for practically nothing in terms of professional compensation and advancement.

Fortunately, all of these adverse circumstances seldom, if ever, come together in a single instance. In addition, there are many directors of summer study abroad programs who are more than willing to carry on despite some discouragement. Judging from the current popularity of study abroad and the proliferation of summer programs, it would appear that both students and directors are fairly well satisfied with what they respectively are getting out of summer study abroad.

(6) Program Evaluations

In so far as attempting to measure the worth of summer study abroad is concerned, student evaluations should be administered not only at the end of the program but also from three to six months later. This is important because time and distance often deepens and may alter substan-

tially a student's perspective on a study abroad experience. Post-program "debriefing" sessions and group get-togethers also are important in this regard. Proficiency testing, especially measurement of oral proficiency, should be done at the beginning of the program and then again at the end, as a concrete indicator of the effectiveness of the program in the rapid improvement of language skills.

In speculating about the worth of summer study abroad from the student's perspective, I have relied on the verbal impressions of students from a variety of programs, on information from pre-program surveys of expectations and post-program evaluations, and on my own experience as a student in Mexico and in Spain. Only very rarely have I encountered students who were so disenchanted with summer study abroad that they either withdrew or felt that they had wasted their time and money. A few such cases probably are inevitable and usually have more to do with the students themselves than with the program. It is my impression that the overwhelming majority of summer study abroad participants, even when critical of a given aspect of a program, tend to make the most of this exceptional opportunity and return home overflowing with enthusiasm and feeling greatly enriched after "the experience of a lifetime," something which cannot truly be measured on any objective scale of worth.

Success or worth depends, I believe, largely on commitment and a somewhat Quixotic attitude. The director who can be an eternal optimist, always looking toward the future and envisioning improvements, is the teacher and leader who will be appreciated by students in search of a successful academic experience abroad. With determination and imagination, the next summer *will be* better, and summer study abroad will have been worth it both for the students and for the director.

NOTES

[1]See the June 1985 Council for International Educational Exchange "Campus Update" newsletter, Vol. 46.

[2]This information and much more about study abroad appears in a recent report entitled *"A Profile of the U.S. Student Abroad,"* written under the auspices of CIEE by Jolene Koester of California State University at Sacramento, and available for $10 from the Campus Information and Student Services Department, CIEE, 205 East 42nd Street, New York, N.Y. 10017.