

UNCLASSIFIED

AD NUMBER

AD481396

LIMITATION CHANGES

TO:

Approved for public release; distribution is unlimited.

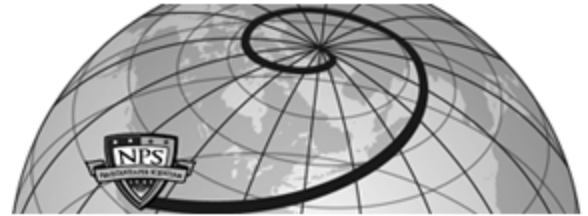
FROM:

Distribution authorized to U.S. Gov't. agencies and their contractors; Critical Technology; MAY 1962. Other requests shall be referred to Naval Postgraduate School, Attn: Code 035, Monterey, CA 93940. This document contains export-controlled technical data.

AUTHORITY

USNPS ltr 18 Oct 1971

THIS PAGE IS UNCLASSIFIED



Author(s)	Canalejo, Armando.
Title	Foreign Naval Officers at the Inoted States Navy Supply Corps School in Athens, Georgia.
Publisher	Monterey, California: U.S. Naval Postgraduate School
Issue Date	1962
URL	http://hdl.handle.net/10945/12233

This document was downloaded on April 24, 2015 at 09:52:07



<http://www.nps.edu/library>

Calhoun is a project of the Dudley Knox Library at NPS, furthering the precepts and goals of open government and government transparency. All information contained herein has been approved for release by the NPS Public Affairs Officer.

**Dudley Knox Library / Naval Postgraduate School
411 Dyer Road / 1 University Circle
Monterey, California USA 93943**



<http://www.nps.edu/>

NPS ARCHIVE
1962
CANALEJO, A.

FOREIGN NAVAL OFFICERS AT THE
UNITED STATES NAVY SUPPLY CORPS SCHOOL
IN ATHENS, GEORGIA

ARMANDO CANALEJO, JR.

96E1870A

LIBRARY
U.S. NAVAL POSTGRADUATE SCHOOL
MONTEREY, CALIFORNIA

[REDACTED]

FOREIGN NAVAL OFFICERS AT THE UNITED STATES
NAVY SUPPLY CORPS SCHOOL IN
ATHENS, GEORGIA

By

Armando Canalejo, Jr.
Lieutenant Commander, Supply Corps, United States Navy

The international relationship of the United States has increased to such an extent over the past few years that many foreign officers attend Service Schools in the United States. The United States Navy Supply Corps School has a group of foreign officers in attendance. The presence of foreign officers in the United States offers us an opportunity to improve the technical capabilities of representatives from friendly nations and assist in increasing mutual understanding between people from different sections of the world. This paper has been written in an effort to suboptimize the values that can accrue to the United States through the successful conduct of foreign officers' classes. The Foreign Officers' Supply Course Class in Athens, the instructor of foreign officers, the curriculum, and the People-to-People program are discussed.

May 1962
Master of Science in Management
Navy Management School

Library
U. S. Naval Postgraduate School
Monterey, California

FOREIGN NAVAL OFFICERS AT THE UNITED STATES
NAVY SUPPLY CORPS SCHOOL IN
ATHENS, GEORGIA

* * * * *

A Research Paper
Presented to
the Faculty of the Navy Management School
U. S. Naval Postgraduate School

* * * * *

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Management

* * * * *

By
Armando Canalejo, Jr., LCDR, SC, USN

May 1962

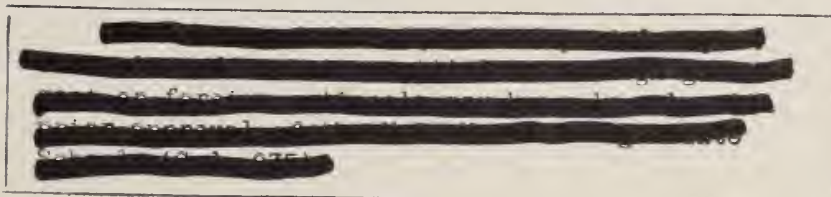


TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND DEFINITION OF TERMS USED . .	1
Statement of the Problem	1
Hypotheses	1
Importance of the Study	4
Sources of Data	5
Preview of Organization	6
Definitions of Terms Used	7
Equipage	7
Allowance List	7
Supply Demand Control Point	7
Navy Stock List	7
Inventory Control	7
Navy Supply System	8
Application Phase	8
Technical Phase	8
The Course	8
Technical Supply	8
Foreign Student Adviser	8
Culture	9
II. BACKGROUND INFORMATION	10
Objectives of the Military Assistance	
Training Program	10

CHAPTER	PAGE
Criteria for Screening Training Programs .	11
Objectives of a Foreign Officers Class . .	12
Foreign Officers Supply Course Class	
Division	13
People-to-People Phase	14
Foreign Officers Reception	20
Application Phase	21
Termination of Course	23
III. THE INSTRUCTOR	25
Instructor's Qualifications	26
The Silent Language	30
Questionnaire	32
Training Program.	34
IV. THE FOREIGN STUDENT	43
Selection	43
Qualifications	45
Reasons for Wanting to be Selected	49
Questionnaire	51
Orientation	52
Living Accommodations	54
V. THE CURRICULUM	57
Subjects	57
Lack of Application	59
Selection of Subjects	61

CHAPTER	PAGE
One Instructor Concept	63
Application Phase	64
Grading Procedure	66
Evaluation System	67
VI. PEOPLE-TO-PEOPLE PROGRAM	69
Human Interest	69
Misconceptions	70
Voluntary Participation	71
Purpose	72
The Fulbright Act	74
Program in Athens	75
Evaluation of Program in Athens	80
VII. CONCLUSIONS	82
BIBLIOGRAPHY	86
APPENDIX	92

CHAPTER I

THE PROBLEM AND DEFINITION OF TERMS USED

Foreign naval officers have been visiting and studying in the United States to improve their technical abilities and to participate in the People-to-People program. Such a class is conducted at the United States Navy Supply Corps School in Athens, Georgia where officers from different parts of the world attend.

Statement of the Problem

Foreign officers come to this country to attend the United States Navy Supply Corps School and be instructed in the Navy Supply System of the United States. The United States desires to get maximum utilization from these officers, not only in the field of supply, but also to increase mutual understanding between our country, its people, and the different foreign countries represented. The problem as it exists is: how do we accomplish the objectives of increasing the supply competence of these officers and at the same time increase mutual understanding?

Hypotheses

The following points are advanced as hypotheses:

- a. The foreign officers receive the greatest impression of the United States through the instructor.

This being the case, the instructor should be selected very carefully, trained, and in addition, have the following qualifications:

- (1) Be an outstanding naval officer.
- (2) Be well versed in the technical aspects of supply.
- (3) Have a pleasing and likeable personality as well as a very strong character.
- (4) Possess those qualities that will make him be accepted by the foreign officers as the leader of the group.
- (5) Believe sincerely in the objectives of the Foreign Officers Supply Course Class.
- (6) Have had at least one tour of duty in a foreign country and speak at least one foreign language.
- (7) Be well versed with factual information concerning his country.

b. The importance of proper selection and indoctrination of the foreign student will assist the accomplishment of the objectives of the Foreign Officers Supply Course Class. The following concepts should be followed in the selection of foreign officers:

- (1) Knowledge of the English language should not be the only criterion.

(2) The selection should not be left entirely to the foreign country.

(3) Monetary reward should not be used for attracting foreign officers.

(4) The foreign officer should be able to utilize what has been taught in the United States upon returning to his country.

c. The curriculum must be fitted to the needs of the foreign officer and not selected on the sole decision of the instructor.

d. The grading system must clearly illustrate the degree of accomplishment.

e. An evaluation system is required to determine whether or not the objectives of the Foreign Officers Supply Course Class are being met and what improvements can be made.

f. The workload of the instructor is too great for maximum effectiveness.

g. As a related problem to the above, conflict exists between instruction in the Navy Supply System and the furtherance of the People-to-People program.

h. To improve the People-to-People program and help create mutual understanding, more interest must be shown by United States naval officers towards foreign officers and the ideal community program must be planned for foreign officers' participation.

Importance of the Study

At this time, the world is in constant tension between two different ideological concepts. One faction, Communism, is represented by Russia and the countries behind the Iron Curtain. The other one, Democracy, is represented by the United States and the Free World. Not only is military, technical, and economic assistance necessary between the countries of the Free World, but cooperation and mutual understanding is a must if the Free World is to exist.

In these critical times the importance of maintaining and expanding our efforts on the cultural front have an urgency comparable to our increased efforts on political, economic, and military fronts. As an American student recently returned from the Middle East remarked, "The proposition of getting onto common ground is no longer a matter of philanthropy. It is a matter of survival....Creating a new spirit of tolerance, understanding, and cooperation among the peoples of the world is not something we should do merely because it is a good thing, but because we need it to survive and grow."¹

The Foreign Officers Supply Course Class at the United States Supply Corps School in Athens, Georgia offers an opportunity to improve the navy supply systems of the countries represented which is so necessary for the defense of the Free World, and to further the mutual

¹United States Department of State, Swords Into Plowshares (Washington: Government Printing Office, 1952), p. 38.

understanding between foreign countries and the United States.

Sources of Data

The data and information for this research paper was collected from published material, correspondence between the writer and foreign student advisers, counselors and instructors of foreign students from different Universities in the United States; and the writer's experience as the instructor and officer-in-charge of foreign officers at the United States Navy Supply Corps School in Athens. In addition, questionnaires were submitted to foreign students who had attended the Foreign Officers' Supply Course Class in Athens. The questions submitted to the foreign students included the following:

a. If you were in a position to select an officer as an instructor to teach a class like the one in Athens, what type of an officer would you select based on what criteria? By criteria I mean personality, qualifications, attitude, speaking other languages besides English, etc.

b. If you were in a position to select an officer from your Country to attend the Foreign Officers Supply Course Class in Athens, what type of an officer would you select based on what criteria?

c. What was your impression of the United States before you arrived?

d. What was your impression of the United States after your departure?

e. How could your tour of duty in the United States have been improved?

f. Any other remarks you might have.

Preview of Organization

In order for the foreign officers program to be successful, the correct curriculum must be selected, the instructor must be an outstanding professional naval officer in supply matters and he must possess special attributes. The foreign student must be receptive to participate fully in the program, not only in the classroom but outside the classroom. The right people and activities must be selected to further mutual understanding between the foreign students and people of the United States. Based on these concepts, the writer has discussed each area assigning one chapter to each. In addition, one chapter has been devoted to a complete background of the Foreign Officers Supply Course Class and one chapter to concluding remarks.

Definitions of Terms Used

Equipage. A term applied afloat to certain categories of portable and semi-portable materials which, because of their functions, must be aboard in order that a ship may be ready at all times to carry out its mission.

Allowance list. A publication developed for each individual ship to provide authorized items of supply for installed machinery, equipage, and repair parts under the cognizance of the Bureau of Ships.

Supply Demand Control Point. A Supply Demand Control Point, at the time of this writing, is an inventory management office assigned the responsibility of maintaining a dynamic balance between the supply of and the demand for items in its particular assigned material area.

Navy Stock List. A Navy Stock List is an operating book form catalog of identification data, prices, and management data published by Supply Demand Control Points for categories of material assigned to their control.

Inventory control. Inventory control is the main principles, practices, and techniques employed by the Navy to manage the material areas covered by the Navy Supply System.

Navy Supply System. The Navy Supply System may be considered as that part of the total supply support system which has to do with the procurement and control of equipments smaller than "major end items," repair parts and consumables, and the distribution to the consumer of all required materials, except for ammunition.

Application phase. The application phase pertains to the three weeks that Foreign students spend at a United States naval activity observing the theory learned in the classroom.

Technical phase. The technical phase pertains to the classroom work at the United States Navy Supply Corps School and the application phase.

The course. The course applies to the technical phase and the People-to-People program in which the foreign student participates while in the United States.

Technical supply. Technical supply is the study of allowance lists and Navy Stock Lists.

Foreign Student Adviser. A Foreign Student Adviser is an individual who is formally assigned to a group of foreign students to stimulate communication between the students and the community and to serve as a coordinator of, or consultant to, the community and the foreign students. In this study the term is used interchangeably with instructor and Foreign Officers Supply Course Class Division Officer.

Culture. The cultural relations of a people are those interpersonal relations which involve efforts toward mutual acquaintance and the mutual understanding that such acquaintance brings. Any program of cultural relations is a program of communication. A nation's culture is the sum total of its achievements; its own expression of its own personality; its way of thinking and acting.

CHAPTER II

BACKGROUND INFORMATION

Foreign Officers are trained at the Navy Supply Corps School under the authority of the Mutual Security Program.

The Mutual Security Program encompasses inter-related military, economic and technical assistance, which is designed to contribute to the attainment of the same objective--Free World security.² Included in the basic components of the Mutual Security Program is the training of foreign nationals.

I. OBJECTIVES OF THE MILITARY ASSISTANCE

TRAINING PROGRAM

The objectives of the Military Assistance Training Program are as follows:

- a. Insure proper maintenance, utilization and operation of Military Assistance Program provided equipment.
- b. Assist in the establishment of self-sufficient Allied foreign country training programs.

²United States Departments of the Army, the Navy, and the Air Force, Military Assistance Program Information and Guidance (Fifth edition); (Washington: Government Printing Office, 1960), p. 10.

c. Assist in the attainment of Allied country combat effectiveness at the earliest possible time.

d. Assist, as appropriate, in increasing the skill of Allied foreign country military personnel to a degree as will permit rapid and ready transition to more modern equipment.

e. Assist in the accomplishment of responsibilities for maintenance of overseas internal security as defined in Section 1000 of Department of Defense Instruction S-2110.20 as revised.

f. Create friendship and goodwill for the United States.³

II. CRITERIA FOR SCREENING TRAINING PROGRAMS

Based on the stated objectives in the above paragraph, the following specific screening criteria are applied for developing, reviewing, and screening Military Assistance Training Programs:

a. When it will be in support of those Allied forces supporting United States strategic concepts.

b. When it is considered that such training will create friendship and goodwill for the United States, and promote continued good relations with Allied Nations.

c. Insure that recipient nations make maximum use of their own and combined resources, so that the Military Assistance Training Program will provide only that amount of training which is clearly beyond the capabilities of such indigenous resources.

³United States Department of the Navy, Office of the Chief of Naval Operations, Directive for Foreign Military Training (Washington: Government Printing Office, 1958), p. 1.

d. Enable foreign military units to operate effectively with United States military units.

e. Undertake training in areas where actual indigenous deficiencies exist, where such training will further over-all mutual objectives and where the training is clearly beyond the capability of the recipient nation.

f. Determine a reasonable amount of training of foreign personnel within the United States which is considered desirable, contingent upon availability of training spaces and funds.

g. Insure that the recipient country is capable of utilizing the training requested.⁴

III. OBJECTIVES OF A FOREIGN OFFICERS CLASS

The specific objectives to be accomplished by having foreign officers attend the United States Navy Supply Corps School are:

a. To acquaint the foreign student with the United States Navy supply system with emphasis on technical supply and inventory control.

b. To further the People-to-People program.

c. To have the foreign officers return to their country with a better concept in determining requirements, ordering supplies from the United States, and a better understanding of the United States and its people.

⁴Ibid, pp. 1-2.

IV. FOREIGN OFFICERS SUPPLY COURSE CLASS DIVISION

When foreign nationals were first sent to attend the Navy Supply Corps School, they attended classes together with the American students. It was soon made apparent that this system would not work because of the language barrier. Although the foreign officer understood English, it had to be spoken at a moderate rate of speed. In the majority of cases the foreign students could not understand the American instructor and the entire classroom time was lost. To improve the standard of training foreign officers, a Foreign Officers Supply Course Class Division was established under the Training Department of the United States Navy Supply Corps School.

The title of Division might be misleading because with the exception of the foreign officers, the Division consisted of one United States naval officer. With the establishment of the Foreign Officers Supply Course Class Division, the course offered to foreign nationals consisted of nine weeks classroom training in supply procedures and on completion three weeks of application at a designated naval activity. The activities utilized for the application phase were Jacksonville, Charleston, Newport, and Key West. Three Foreign Officers Supply Course Classes were conducted each year.

The foreign students attended classes at the United States Navy Supply Corps School six hours a day, Monday through Friday with the Foreign Officer Supply Course Class Division Officer as the only instructor. The class was conducted in English at a moderate rate of speed with clear, concise pronunciation. Work outside the classroom was assigned and written examinations announced at different intervals. Because of the language difficulty considerable personal attention by the instructor was required and an attempt was made to keep the size of the class fixed at an average number of fourteen foreign students.

V. PEOPLE-TO-PEOPLE PHASE

In addition to the technical phase of the course, the People-to-People program was furthered by planning for extracurricular activities. It is considered to be in the best interest of the United States that the U. S. Navy Foreign Military Assistance Training Program be utilized to further the President of the United States' "People-to-People Program."

The presence of foreign naval trainees in the United States affords an excellent opportunity for them to see and become familiar with the United States, its people, its way of life and its potential for supporting its international commitments. Many naval activities have instituted excellent

programs to acquaint foreign trainees with the American way of life. In the past, local chapters of the Navy League, Chambers of Commerce, churches, service clubs, etc., have been contacted and arrangements have been made for groups of foreign trainees to visit American homes, local industries, representative farming areas, county fairs, industrial and cultural exhibits, historical points of interest, sports events and similar activities which would acquaint the foreign trainee with the broad scope of American culture. In many instances, local organizations paid all, or a major portion, of the costs involved in the visit.

The foregoing visits are to be arranged at the discretion of the President, Superintendent, Commanding Officer, etc., of the activity conducting training. Discretion is emphasized. Visits to night clubs and similar types of extracurricular activities do not come within the intent of the program, nor does the utilization of luxury forms of transportation, accommodations or services.⁵

In order to further the People-to-People program in Athens, leading citizens were contacted for personal invitations to be extended to the foreign officers, individually or in group. Invitations were requested for parties, picnics, sight-seeing trips, and to private homes. National organizations like the Navy League, Lions Club, Kiwanis, American Legion, Rotary Club, Toastmasters, and many others were solicited for the foreign students to participate in their meetings and social events. The Churches and the University of Georgia were also selected to give the foreign students

⁵Ibid., pp. 8-9.

a well rounded sample of American institutions and way of life. The American students and the United States naval officers in the staff at Athens were particularly encouraged to fraternize with the foreign officers.

Half way through the nine weeks' course in Athens, a field trip of approximately four days was taken to some city in the United States that was interested in the Foreign Officers Supply Course Class and in furthering the President's People-to-People program. The purpose of this trip was to give the students a break from their difficult phase of classroom work and, more important, to give the foreign students an opportunity for a cross-sectional view of the United States, its people, and its culture.

Transportation arrangements for these field trips were always by chartered bus as requested by the foreign students. They felt that this method of transportation offered more opportunity to see the countryside and gave the class a chance for more personal interaction with the members.

In order for this trip to be made, the Foreign Officers Supply Course Class Division Officer, had to make arrangements with interested parties. Between classes, the instructor took trips to different cities to contact interested personnel. The points of contact

were generally Chambers of Commerce, members of the Navy League, and leading citizens of the community. Invitations to private homes, parties, sight-seeing trips, tours of industries and hotel accommodations at reduced rates were solicited. A sample schedule of such a field trip taken to the Tampa and Sarasota area of Florida was as follows:

Saturday, 11 February 1961

0800 Depart the United States Navy Supply Corps School, Athens, Georgia.

1830 Arrive Hillsboro Hotel, Tampa, Florida.

Sunday, 12 February 1961

1030 Depart Hillsboro Hotel enroute to the Chamber of Commerce to meet the sponsor of the trip, Mr. J. R. Mickler, Managing Director of the Tampa Chamber of Commerce.

1100 Depart Chamber of Commerce to visit pirate ship at pier of the Tampa Ship Repair and Dry Dock Company.

1300 Depart pirate ship enroute to Cypress Gardens.

1615 Depart Cypress Gardens

1730 Arrive Hillsboro Hotel.

1830 Depart for Tampa Terrace Hotel to attend dinner party sponsored by the Tampa Chamber of Commerce. The class will have free time after the dinner party.

Monday, 13 February 1961

- 0945 Depart Hillsboro Hotel to board Coast Guard Cutter for trip to meet the "invading pirate ship."
- 1200 Debark from the Coast Guard Cutter and board convertibles in front of the Hillsboro Hotel to participate in the Gasparilla Parade.
- 1330 Leave convertibles at fair grounds and sit in reserved seats to watch Gasparilla Parade.
- 1530 Depart fair grounds enroute to Hillsboro Hotel.
- 1800 Depart for Tampa Yacht and Country Club for dinner party and dance sponsored by the Tampa Chamber of Commerce.

Tuesday, 14 February 1961

- 1000 Depart Hillsboro Hotel for Florida State Fair.
- 1145 Depart Florida State Fair for a luncheon at the Tampa Terrace Hotel in honor of the Governor of Florida.
- 1700 Depart Hillsboro Hotel for dinner party at the MacDill Air Force Base given by the officers of the base in honor of the foreign officers.

Wednesday, 15 February 1961

- 0715 Depart Tampa for Sarasota, Florida.
- 0915 Arrive Ringling Museum of Art in Sarasota, Florida. Visits will also be made to the Circus Hall of Fame and Hornes Cars of Yesterday.
- 1100 Depart Ringling Museum of Art for Lido Biltmore Club Hotel.
- 1200 Luncheon sponsored by the Navy League council of Sarasota at the Bird Key Yacht Club.
- 1400 Beach picnic sponsored by Mr. S. R. Hollander, Jr., President, Navy League Council of Sarasota.
- 1800 Cocktail party at the Lido Biltmore Club Hotel sponsored by the Manager, Mr. Floyd Alford, Jr.

Thursday, 16 February 1961

- 1400 Depart Sarasota, Florida.
- 1800 Dinner and then introduction of each officer at the Florida State Fair, Tampa, Florida.

Friday, 17 February 1961

- 1600 Depart Tampa for the United States Navy Supply Corps School, Athens, Georgia.

VI. FOREIGN OFFICERS RECEPTION

During the last week prior to the completion of the nine-weeks course at Athens, the foreign officers have a reception inviting those who have shown interest, friendship, and assistance during their stay in school. The only official guests invited are the Commanding Officer, Executive Officer, the Instructor of the class, and the Mayor of Athens. The foreign officers take great interest in planning for this affair and all the work connected with this function is performed by committees appointed by the class.

The reception is very interesting and colorful. A reception line is formed including the Commanding Officer and his lady; the Instructor and his lady; the Foreign Senior Officer of the class; and three other officers representing different sections of the world. The remaining members of the class participate by waiting for their guests and escorting them to their assigned places. The Commanding Officer, the Senior Officer of the foreign class, and the Instructor give short speeches and the Mayor of Athens presents to each member of the class "Honorary Citizen Certificates" of the city of Athens, Georgia.

VII. APPLICATION PHASE

At the end of the course in Athens, the class and the instructor departs for the United States Naval Activity that has been selected for the three weeks application phase. By the end of each calendar year, the activities that have been selected to conduct the training for the coming calendar year is known. Between classes the instructor makes a trip to the activity selected for the application phase to firm a schedule for instructing the foreign officers and discuss necessary plans for participation in the People-to-People program.

At the selected training activity, military or civilian personnel of the Supply Department instructs the foreign officers concerning their individual sections. In addition, trips to the supply departments of afloat units are visited. The purpose of this training is for the foreign students to actually see in operation what was studied at the United States Navy Supply Corps School.

The duties of the instructor at the training activity is that of a liaison officer. Specifically, the duty of the instructor is to ascertain that the foreign officers followed the schedule that was prepared, make arrangements for pay days, transportation requests,

travel tickets, reservations; and answer detail questions concerning the preparation of "paper work" associated with this type of class. In addition, the instructor and the class attend many social functions, participate in tours, make speeches; and the instructor solves any problem that might arise between the class and the training activity.

At the end of the three-weeks training course graduation exercises are held at the training activity and diplomas are presented to members of the foreign class indicating successful completion of the twelve-weeks' supply course. The Commander of the Naval Base, the Commanding Officer, the Supply Officer of the activity; and the Senior Officer of the foreign class make short speeches. Friends of the class, leading civilian and military personnel of the activity attend the graduation exercises.

Prior to the graduation exercises, a critique is held between the foreign students and the instructor to determine how the over-all course can be improved. Discussion is not restricted to any phase. The objective is an open mind for improvements.

VIII. TERMINATION OF COURSE

At the conclusion of the graduation exercises, members of the class depart, generally in different direction. Some report to additional training activities afloat or to a supply demand control point. Others take advantage of limited leave in the United States prior to returning home. This is the breaking-off point between the instructor and the foreign students. After seeing every member of the class off to his destination, the instructor returns to the United States Navy Supply Corps School to prepare appraisal and other required reports on the foreign students who departed.

The appraisal report is submitted to the appropriate Chief, Navy Section, Military Assistance Advisory Group setting forth the following:

- a. Name, rank, foreign service and Invitational Travel Order number.
- b. Course identity and duration.
- c. Marks received and final grade, as appropriate.
- d. Comprehension and assimilation.
- e. English language proficiency.
- f. General attitude.
- g. Adequacy of trainees selection.
- h. Remarks, if any.⁶

After preparation of reports, the Foreign Officers Supply Course Class Division Officer has one month to

⁶Ibid., p. 29.

make preparations for the new foreign student class that will convene at the Supply Corps School. He will make plans for the extracurricular activities, improve the course, prepare or modify lesson plans, inform local citizens and organizations of the next class that will convene and the name of the officers and countries represented. In addition, trips are made to the activity that will conduct the application phase of the training for the coming class and to the city that will be the host for the four days' break that is taken while the class is at Athens. It is a vicious cycle that never ends.

CHAPTER III

THE INSTRUCTOR

There probably should be another name for the person who teaches the foreign naval officers at the Navy Supply Corps School. An instructor is generally associated as one who imparts knowledge to members of a formal class. The instructor of foreign students definitely performs this function but in addition is involved in the planning, initiation, control, and direction of the entire foreign officers' program at the Navy Supply Corps School. This includes not only the technical aspects and the People-to-People Program, but also the personal involvement in any situation that affects the foreign officer. The instructor is a teacher, friend, adviser, counselor, and the personal representative of the United States to each member of the class. In fact, to many of the foreign students, the instructor is the United States. On the instructor alone rests the responsibility of making the program a success or failure. This is not only the impression of the writer but also of many of the foreign officers who have attended the Foreign Officers Supply Course Class at Athens.

I. INSTRUCTOR'S QUALIFICATIONS

The United States Navy must exercise great care in the selection of an instructor for this type of a class. The qualifications generally associated with an outstanding naval officer is not sufficient. The officer selected as an instructor must be an outstanding naval officer and in addition have many other qualifications.

The instructor must be well versed in the technical aspects of supply. As the only instructor he will be teaching specifics in accounting, allowance and load lists, inventory control, and general aspects of the Military Assistance Program. These requirements are generally found in an officer who has had two independent tours of supply duty afloat and who has served in a foreign country. Knowledge on the part of the instructor is not only necessary to present the subject matter to the foreign students but also to answer many questions asked. In the majority of cases, the members of the class are a selected group handpicked by the various countries. They are eager and will give the instructor a thorough going-over in their quest for knowledge.

The instructor should have a pleasing and likeable personality as well as a very strong character. He must be sincere, honest, and exercise good judgment. The

instructor must have the proper attitude for the job, free of bias, and with a deep imbedded belief in respecting the dignity and beliefs of all men. His characteristics must be dynamic.

The foreign class is represented by many different nations, all having vast differences in cultural and educational standards and values, which makes mutual understanding difficult. The language barrier offers another disadvantage. Those who are proficient in the English language might become bored with the instructor's rate of speaking. Those who are not proficient may become frustrated and lost because the subject matter is being covered too rapidly. The instructor must check and recheck to ascertain that his communication is getting through to the receivers. He must have perseverance and patience.

The instructor must possess those qualities that will make him a leader of the class, not because of his position, but because by his actions the foreign class accepts him as the leader.

An ideal leader of a group possesses some quite distinctive attributes. For one thing, he is able to create ideas for goals that his followers will accept with enthusiasm, goals that will stir their blood. He is out in front of his followers looking toward the horizon and disclosing new vistas.

The leader must care. He must see his group's goal clearly, feel convinced that it is attainable, and want intensely to achieve that goal; he is forever thinking and talking about it, and creating ideas for new and more effective means of realizing it. But more than that, he shows his followers that he expects them to work to their full capacity in behalf of the group's goals. If he is indifferent, they will be indifferent. If he is unsure, they will be unsure.

The leader makes things happen. He takes the initiative. A leader does not wait for problems to be brought to him; he does not let things happen or wait for something to happen. Instead, he goes out and hunts for what needs doing--for problems to be solved.

He must be willing to carry out the plan in the face of indifference or even active opposition. Seldom will all the members of his group agree that all the plans he proposes are always the best ones available. Nor will all his receivers always deem these to be the most effective means of achieving their own personal goals.⁷

The instructor must believe sincerely in the objectives of the Foreign Officers Supply Course Class. He must not only sell the program to the students, but to the people and organizations supporting the People-to-People program.

The instructor should have had at least one tour of duty in a foreign country and speak at least one foreign language. The assumption made is that if an officer has been stationed in a foreign country and has

⁷Manley Howe Jones, Executive Decision Making (Homewood, Illinois: Richard D. Irwin, Inc., 1957), pp. 155-56.

knowledge of a foreign language he has been exposed to a culture foreign to that of the United States. This exposure will give the instructor tolerance and insight into the actions of foreign students. His understanding is greatly increased. He can to a certain extent project himself into the position of the foreign officer. The reputation of the Americans is notorious for speaking only English. Are we to confirm such a general belief in front of so many nations? The prestige of the instructor is enhance in the minds of the foreign students when the representative of the United States Navy speaks a foreign language.

I remember as an instructor of foreign officers how proud these officers felt when some people would assume that I was a foreign officer. It was a simple thing to do, especially when speaking to members of the foreign group in a foreign language at an informal gathering. The writer was able to capitalize on a standard joke with many members of different classes--that many people did not know their instructor was an American.

In furthering the People-to-People program, the instructor will be called upon to participate in many speaking engagements before many organizations. Much of the support given to the People-to-People program will depend on the instructor's ability of getting the message across.

The instructor will be asked many formal and informal questions concerning the American form of government, history, institutions, and current problems. An intelligent reply must be given to these questions. The majority of foreign officers are interested in many subjects outside of those given in the classroom.

The instructor must develop a certain extra sense to determine what can possibly embarrass or hurt the feelings of a foreign officer. The foreign officer is very polite. Knowing that he is a guest in the United States he will very seldom complain and yet things might not be going well for him. The instructor must be aware of this concept or "silent language." This type of misunderstanding can ruin the entire foreign officers' program. For example, an officer from Latin America will not call the people from the United States "Americans." He will refer to us as North Americans. On the other hand we seldom use the term North Americans. We identify ourselves as Americans.

II. THE SILENT LANGUAGE

The author of "The Silent Language," Edward T. Hall, has this to say in the introduction to his book:

Most Americans are only dimly aware of this silent language even though they use it every day. They

are not conscious of the elaborate patterning of behavior which prescribes our handling of time, our spatial relationships, our attitudes toward work, play, and learning. In addition to what we say with our verbal language we are constantly communicating our real feelings in our silent language--the language of behavior. Sometimes this is correctly interpreted by other nationalities, but more often it is not.

Difficulties in intercultural communication are seldom seen for what they are. When it becomes apparent to people of different countries that they are not understanding one another, each tends to blame it on "those foreigners," on their stupidity, deceit, or craziness. The following examples will illuminate some of these crosscultural cross-purposes at their most poignant.

Despite a host of favorable auspices an American mission in Greece was having great difficulty working out an agreement with Greek officials. Efforts to negotiate met with resistance and suspicion on the part of the Greeks. The Americans were unable to conclude the agreements needed to start new projects. Upon later examination of this exasperating situation two unsuspected reasons were found for the stalemate: First, Americans pride themselves on being outspoken and forthright. These qualities are regarded as a liability by the Greeks. They are taken to indicate a lack of finesse which the Greeks deplore. The American directness immediately prejudiced the Greeks. Second, when the Americans arranged meetings with the Greeks, they tried to limit the length of the meetings and to reach agreements on general principles first, delegating the drafting of details to subcommittees. The Greeks regarded this practice as a device to pull the wool over their eyes. The Greek practice is to work out details in front of all concerned and continue meetings for as long as is necessary. The result of this misunderstanding was a series of unproductive meetings with each side deploring the other's behavior.

In the Middle East, Americans usually have a difficult time with the Arabs. I remember an American agriculturalist who went to Egypt to teach modern agricultural methods to the Egyptian farmers.

At one point in his work he asked his interpreter to ask a farmer how much he expected his farm to yield that year. The farmer responded by becoming very excited and angry. In an obvious attempt to soften the reply the interpreter said, "He says he doesn't know." The American realized something had gone wrong, but he had no way of knowing what. Later I learned that the Arabs regard anyone who tries to look into the future as slightly insane. When the American asked him about his future yield, the Egyptian was highly insulted since he thought the American considered him crazy. To the Arab only God knows the future, and it is presumptuous even to talk about it.

In Japan I once interviewed an American scholar who was sent to Japan to teach American history to Japanese university professors. The course was well under way when the American began to doubt if the Japanese understood his lectures. Since he did not speak Japanese, he asked for an interpreter. After a few lectures with the interpreter translating for him, the American asked the group to meet without him and make a report on what they were learning from the course. The next time the American met with the class the interpreter told him that the class understood only about 50 per cent of what had been going on. The American was discouraged and upset. What he didn't know was that he had inadvertently insulted the group by requesting an interpreter. In Japan a sign of an educated man is his ability to speak English. The Japanese professors felt that the American had caused them to lose face by implying that they were uneducated when he requested the interpreter.⁸

III. QUESTIONNAIRE

It is interesting to note what some past members of the Foreign Officers Supply Course Class have to say

⁸Edward T. Hall, The Silent Language (Garden City, New York: Doubleday and Company, Inc., 1959), pp. 14-17.

concerning the qualifications of an instructor for foreign students. In a questionnaire submitted to a random sample of past members one of the questions asked was: If you were in a position to select an officer as an instructor to teach a class like the one in Athens, what type of an officer would you select based on what criteria? Many replies were received. The statements received from officers in Asia and Latin America were as follows:

"For most of the foreign students attending a course of training in the United States, it will be their first trip. More than anything else their impression of their host country will be influenced to a great degree by their instructor, who will be not only their instructor, but also their host and sponsor during their stay."

"The instructor, in my opinion, should possess a pleasant, if not a charming personality, friendly in disposition and understanding by nature. Since he will be handling a class made up of students from different countries, he should not be impartial to any country, or prejudiced against another."

"In maintaining discipline among foreign students he should be just and firm."

"Apart from his academic qualifications, which are presumed to be high, such an instructor would be better qualified if he has at least a fair knowledge of the countries of his students."

"It would certainly be an asset if the instructor has travelled widely to foreign countries. It also goes without saying that he should be well conversant with his own country."

"The instructor should be able to speak at least one foreign language. Considering the countries likely to send officers to the United States for training and which would have some language difficulty, it is felt that an instructor speaking French would be most desired and then Spanish and Japanese in that order of priority."

"The instructor must be an outstanding Supply Corps officer having knowledge of the countries represented and the way of life of each member of the class."

"The United States Navy, in selecting an instructor for this class, must be very careful because the foreign officers will receive the greatest impression of the United States Navy through the instructor."

"An instructor must have an air of dignity and responsibility, and be capable of effecting harmony and coordination among foreign officers with different languages, customs, and way of life."

An officer from Europe, to complete the cross-sectional examples, would like the instructor to be a first or second generation American whose parents or grandparents were born in Europe.

All the above listed replies furnished by foreign officers have two things in common: the importance of the American instructor, and the belief on the part of the foreign student that he will be better understood, appreciated, and helped if the instructor speaks a foreign language and is familiar with a foreign culture.

IV. TRAINING PROGRAM

As can be seen, the qualifications for an instructor are many and varied. It will be difficult to find

a naval officer qualified in all respects, but not impossible. There are many outstanding naval officers and within this range are many that are fluent in a foreign language and have been overseas. Whether an officer has all the necessary qualifications or not, a good training program should be a necessity before a man is given the responsibility of representing the United States before such a group of nations. At present there is little or no specialized training for an officer reporting to the Navy Supply Corps School to instruct the Foreign Officers Supply Course Class. The writer's only training was attending one month of Instructor's School in Norfolk and this had nothing to do with foreign officers or foreign countries.

Training in technical assistance must be a requirement for any person who will be in contact with foreign personnel. A recent report of the American Council of Voluntary Agencies for Foreign Service states:

Facilities for training in technical assistance should be expanded: education in colleges /or service schools/ should include courses suitable for technical assistance careers which would give a competence in cultural concepts. Technical knowledge does not necessarily give a body of knowledge of how to work with people nor an understanding of how much this technical knowledge can be used in other countries. Personnel interested in technical assistance should be aware of the social accompaniments of technical change. They should be able to see technical assistance as part of a great whole,

with emphasis on breadth of vision of a sociological and psychological nature.⁹

There are training courses available for officers reporting overseas for duty. The main objective of these courses is to acquaint the person with the foreign policy of the United States and to expose the personnel to a country doing things differently from the United States. Among the different training programs available, there is one for the Mutual Security Agency and for the Overseas Information Service. As an illustration let us take a look at the training program of the Mutual Security Agency.

The first week of the course is "designed primarily to acquaint new employees [officers] with the objectives of American foreign policy, the implementation of such policy through international and American agencies, the role of the Mutual Security Agency in carrying out foreign policy, the organization and operation of MSA to achieve its objectives." "A second aim," the agency announcement to its trainees continues, "is to lay a background of appreciation for the problems involved in gaining acceptance by foreign peoples of improved modern methods which MSA is seeking to introduce."

The formal conferences begin with a discussion of the background of American foreign policy. This is followed by discussions of the MSA programs in Europe and in Southeast Asia, and by an appraisal of reactions to the MSA programs in foreign countries. The trainees are next told how MSA is organized to

⁹Harlan Cleveland and Gerad J. Mangone, The Art of Overseasmanship (Syracuse: Syracuse University Press, 1958), p. 77.

achieve its objectives. This conference is followed by a discussion on understanding foreign points of view. The group then participates in two discussions on the problem of increasing productivity, one concerned with agricultural production, the other with industrial productivity. Supply programs and problems are the subject of another discussion. This is followed by a conference on Soviet propaganda aims, and a discussion of MSA security problems. The first week is concluded by a conference on "making a maximum impact overseas and in the U. S.

The second week of training is directed at informing the new employee [officer] about the region and country of his assignment. The pace is rapid, as will be seen from a brief recital of the topics covered in the program for personnel assigned to Asia.

On the first day the trainees learn about political development in Southeast Asia, the economic problems of the region, its land tenure and land use system and the resulting cultural influences, the organization and methods of MSA missions there, program planning in MSA missions in Southeast Asia, and the MSA trainee programs in the countries of the area. From a half hour to an hour and a half is allotted to each of these six topics.

On the second day the trainee first sees several films on Southeast Asia, then learns successively about agricultural programs, public health programs, labor movements, educational needs and programs, and industry. The third morning is devoted to a discussion of the religious and other principal mores of Southeast Asia, followed or preceded by a general discussion or by a report on field operations in an overseas mission in Asia made by a representative from such a mission.

Beginning with the third afternoon and continuing through the next two days, the trainees report for briefing by the appropriate country desk officer in the agency's Far East Program Division. The desk officer provides the trainees with reading materials

and supplementary briefing concerning the country to which the trainees are assigned.¹⁰

The training program of the Mutual Security Agency discussed above is definitely short. In the period of time allotted, it is impossible to make anyone an expert but at least the value of a training program has been recognized and an attempt made to brief the personnel concerned. The training of an instructor for foreign students is just as important as training for a person going overseas. The only differences between an instructor for foreign students and persons going overseas are that the instructor's setting is in the United States while dealing with foreigners and he deals directly with many more different nations. The worker overseas and the instructor are both trying to impart knowledge and make friends for the United States.

Under the same assumption that there is a very close proximity between Americans who work overseas and an instructor of foreign students, it is worthy to note what Edward T. Hall has to say concerning the value of training personnel to work with people from other countries.

Though the United States has spent billions of dollars on foreign aid programs, it has captured

¹⁰Wallace Stanley Sayre, Training for Specialized Mission Personnel (Chicago: Public Administration Service, 1952), pp. 15-16.

neither the affection nor esteem of the rest of the world. In many countries today Americans are cordially disliked; in others merely tolerated. The reasons for this sad state of affairs are many and varied, and some of them are beyond the control of anything this country might do to try to correct them. But harsh as it may seem to the ordinary citizen, filled as he is with good intentions and natural generosity, much of the foreigners' animosity has been generated by the way Americans behave.

As a country we are apt to be guilty of great ethnocentrism. In many of our foreign aid programs we employ a heavy-handed technique in dealing with local nationals. We insist that everyone else do things our way. Consequently we manage to convey the impression that we simply regard foreign nationals as "underdeveloped Americans." Most of our behavior does not spring from malice but from ignorance, which is as grievous a sin in international relations. We are not only almost totally ignorant of what is expected in other countries, we are equally ignorant of what we are communicating to other people by our own normal behavior.

In most countries we are neither liked nor respected. It is time that we stop alienating people with whom we are trying to work.

For many years I have been concerned with the selection and training of Americans to work in foreign countries for both government and business. I am convinced that much of our difficulty with people in other countries stems from the fact that so little is known about cross-cultural communication. Because of this lack, much of the good will and great effort of the nation has been wasted in its overseas programs. When Americans are sent abroad to deal with other peoples they should first be carefully selected as to their suitability to work in a foreign culture. They should also be taught to speak and read the language of the country of assignment and thoroughly trained in the culture of the country. All of this takes time and costs money. However, unless we are willing to select and train personnel, we simply sell ourselves short overseas.¹¹

¹¹Hall, op. cit., pp. 13-14.

What Mr. Hall has said about selecting personnel for overseas work applies just as well to an instructor for foreign officers. With the world situation as it is today and we trying so hard to win friends, how can we expect to succeed if we do not prepare the person that is in such a position to improve mutual understanding between nations of the world and the United States? Every effort must be taken to train in a very effective manner any officer that will be dealing with foreign personnel. In particular, training should be emphasized when an officer will be in such close contact with foreign students as is the instructor of foreign officers at the Navy Supply Corps School.

The training program for instructors of foreign officers should include the following:

- a. The psychology, values, social customs and mores of the foreign officers that will be represented in the classroom.
- b. The cultural concept in general as developed by anthropologists.
- c. Regional information.
- d. At least one language study with emphasis in Spanish or French.
- e. Foreign policies of the United States.
- f. History of the United States.

g. Different political ideologies.

h. Propaganda.

In a document entitled Functional Training and Language-and-Area Training for the Public Affairs Specialist, dated March 23, 1951, the officer in charge of training for the Information Program outlined what he regarded as an ideal training course. He would consider the following types of training essential for all public affairs (information) specialists:

a. A broad knowledge of the general conditions of social change.

b. A broad knowledge of the general theory of public opinion and propaganda.

c. A general knowledge of the major foreign policies of the United States and of at least the other Great Power nations, and of the themes and media that have been employed in the information, education, and propaganda programs of these countries.

d. A general knowledge of the currently available scientific techniques for precise evaluation of program contents and audience responses.

e. At least an introduction to the language (s), history, social structure, customs, literature, politics, economics, and communication media of the area to which the officer is going.

The selection of a training program is not as difficult as the implementation. An excellent training program can be conducted for prospective instructors and be completed in less than a year by taking advantage of universities and service schools throughout the country. If the Navy Department believes that the officer cannot be spared for that length of time individual research on the part of the officer can be undertaken. The prospective instructor can be selected at least one year in advance and through individual study can prepare for the position as instructor of foreign officers. There are many agencies in the United States that have an abundance of literature dealing with foreign students and foreign countries. A selected list of National Agencies participating in student interchange programs is as follows:

1. Central Office of the National Association of Foreign Student Advisers, 500 Riverside Drive, New York 27, New York.
2. Committee on Friendly Relations Among Foreign Students, 291 Broadway, New York 7, New York.
3. Institute of International Education, 1 East 67th Street, New York 21, N. Y.
4. Bureau for Community Services to International Visitors, c/o Philip Mettger, Governmental Affairs Institute, 1726 Massachusetts Avenue, Washington 6, D. C. (This organization deals primarily with programs for short-term visitors rather than students.)

CHAPTER IV

THE FOREIGN STUDENT

The pursuit of learning beyond the boundaries of one's own community, nation, or culture is as old as learning itself. It stems from the human capacity for curiosity and adventure. It reflects the ability of human beings to communicate with each other at varying levels and with varying sophistication across the barriers of social particularities.¹²

If one recognizes that a study period in the United States is only a fragment of the total life experience of an individual, and if one attempts to understand this total experience as an on-going process, then a study sojourn abroad is seen in its proper episodic perspective. But for each student the episode will have varying significance: He brings to his journey idiosyncratic qualities and the distillation of his own life experiences, and he brings to it also familial, social, and national conditionings ranging from those gained in educational institutions in his homeland to national values which he shares in some degree with his countrymen. He arrives in a new country with certain emotional needs, certain cognitive sets, and certain more or less realistic expectations.¹³

I. SELECTION

The success of the Foreign Officer Supply Course Class depends to a great extent on the foreign students who are selected to attend such a class. The composition

¹²Cora Du Bois, Foreign Students and Higher Education (Washington: American Council on Education, 1956), p. 1.

¹³Ibid., p. 38.

of such a class with so many nations represented and in a strange environment presents a great challenge to the foreign student. Not only must the student come into personal contact with other foreign officers in his class but also with the foreign host country and its people. How well these officers are selected and oriented prior to their arrival will have a great bearing as to how successful the foreign students will be in meeting the challenge.

Foreign students are selected to attend the Navy Supply Corps School in accordance with existing instruction that states:

Foreign students selected for instruction at U. S. facilities must meet the prerequisite standards set for U. S. personnel specified in pertinent school catalogs, brochures or course descriptions. They must be medically and physically acceptable for the military service or training selected. In general, proficiency in the English language is always a positive requirement for attendance in courses of instruction at service schools, or at other selected installations in the United States.¹⁴

It is essential to the success of the U. S. Navy Foreign Training Program that foreign trainees possess the ability to read, write, understand, and speak English fluently, particularly the technical English of the trainee's specialty. Chief, Navy

¹⁴United States Department of the Navy, Office of the Chief of Naval Operations, Directive for Foreign Military Training (Washington: Government Printing Office, 1958), p. 2.

Section, MAAG shall, whenever practicable, arrange to have foreign nominees individually screened for English language qualification prior to their departure for training at a U. S. facility. It is necessary that the MAAG determine whether trainees do in fact possess sufficient command of the English language to provide for the successful completion of the training authorized.¹⁵

II. QUALIFICATIONS

The above listed requirements are not sufficient. The role of the foreign student requires more than technical qualifications. Not only must he be technically qualified but also have those traits and characteristics that are necessary for the mutuality in furnishing and receiving information. The student's role is not only being a receiver but also a sender. He must be able to participate not only in the classroom but also outside the classroom.

One of the basic purposes of selecting foreign officers to attend the Navy Supply Corps School is to promote a broad acquaintance of the United States, its people, culture, and institutions. Persons selected as students should be sensitive, open-minded, intelligent and level-headed. Students should be selected as persons likely, because of personality or position or both to affect their fellow countrymen after their return home.

¹⁵Ibid., p. 15.

Over 12,000 foreign students, teachers, lecturers, and research scholars have observed American life at firsthand in towns and cities in all of our 48 States, the District of Columbia, Hawaii, and Alaska. Systematic evaluation studies indicate that these people not only return home with a better understanding of the United States, but share that understanding with their fellow countrymen through informal discussions, lectures, articles, and books. Their activities draw greater significance from the fact that many of them are becoming leaders in the community and national life of their countries. In India, for example, at least half of the returned grantees [students] have enhanced their positions and many hold posts where they have a voice in policy-making on an all-India level.¹⁶

The above quotation refers to civilian foreign students. Regardless of civilian or military the foreign student will have the same influencing factor on his return home.

To make a most favorable impression the foreign officers must be matured, responsible, intelligent, generous and delightful persons. They must be capable to enter into the spirit of the different international groups in the class and be excellent representatives of their profession and their countries. With a desire to learn, a willingness to make adjustments, and a wish to contribute to better understanding, they can adapt themselves easily to American culture as well as to the

¹⁶United States Department of State, Swords Into Plowshares (Washington: Government Printing Office, 1952), p. 9.

other cultures represented by the various members of the group.

Based on the listed qualifications that should be possessed by a foreign student it seems that the requirement for a knowledge of English appears to be secondary in many cases. The ability to speak, write, and read English should not be a prerequisite for the selection of a foreign student. If the student meets other more important requirements time can be taken for that officer to learn English before commencing his studies in the United States.

Foreign officers who can speak English are a select group. A true representation of personnel in the foreign country's navy is not possible by selecting only those with a knowledge of English. We must expand the selection area to get those who are best qualified and a truer representation of the group.

There are many reasons why a foreign student is willing to be selected a member of the Foreign Officers Supply Course Class. Some of these are prestige, curiosity, improve their professional capabilities for advancement, and a means of escaping from the existing situations at home. Whatever the reason we should ascertain that it is not monetary.

The increase in pay when the student is in the United States can be considered as a very strong motivational factor. The majority of foreign students receive pay from their country and in addition, travel allowance and a per-diem rate of \$4.00 from the United States while attending the Navy Supply Corps School. The object of the per-diem rate granted is to enable the foreign student to cover his miscellaneous expenses while in the United States. From experience it can be attested that this allowance is excessive and is not needed by the foreign student. On many occasions the rate of pay furnished has been so great that the foreign student and his wife have been able to live in leading hotels during their entire stay in the United States. Others have been able to buy new cars to take back to their country. Money should not be a motivating factor for the foreign student to come to the United States. The incentive of pay can cause students to be selected not because of his qualifications but because of his influence. Influence plays a part in practically every country of the world but more so away from the United States. An officer who finds himself in debt in his country can use his influence and be selected as a member of the Foreign Students Supply Course Class and solve his financial difficulties.

Concerning the selection of foreign students to attend institutions of learning in the United States, it is interesting to note what a foreign trainee has to say:

There seems to be a consensus of opinion that the selection process should give careful attention to the status and career situation of each applicant to assure that he can put his training to good use upon his return. The selection should not be left to Indians alone because of social and family pressures which are so important in that part of the world.¹⁷

III. REASONS FOR WANTING TO BE SELECTED

There is always prestige attached to those who study and travel abroad. The United States has a reputation for organization and the ability to get things done. Anyone studying in the United States is supposed to have been exposed to these capabilities. The opportunity for self-improvement and advancement after the student returns to his country are great.

According to research, the foreign educated, with but very few exceptions rate their foreign experience as beneficial to their character and outlook. Though self-advancement is ranked by the foreign returned as the main purpose in studying abroad, self-improvement is rated as the most important reward for the period abroad.¹⁸

¹⁷Liselette Fellner, "Learning and Living Across Cultures: A Study of the Indian Foreign Student in America and India" (Unpublished Master's Thesis, Teachers College, Columbia University, New York, 1962), p. 57.

¹⁸Ibid., p. 37.

The private objectives of foreign students are sometimes detectable in both the more forthright and the more naive applicants. These may not necessarily reflect the intentions for which public or private monies may have been allocated. Some applicants express broad and unformulated curiosity about this country as a dominant world power and as leader of the democratic nations. They seem to feel that as one of the two great giants in this world, it is a spectacle well worth scrutinizing. Probably such students would have the same intellectual curiosity about the Union of Soviet Socialist Republics and would be as highly motivated to study in Russia for a year or two were it possible.

Some applicants have interwoven with curiosity about world powers a laudable sense of adventure and a desire to travel for its own sake. For those who accept a philosophy that equates experience and education, and for those Americans who themselves travel so eagerly and indefatigably, this alone should present an understandable and by no means unacceptable motive.

Some students are motivated by an eagerness to acquire new skills. They are task-centered individuals, representing one type of foreign guest. Some task-centered students may see the relevance of such skills to the welfare of their country; others may be little involved with idealistic notions of their nation's welfare. They may view study abroad as an opportunity for personal advancement and enhanced social capital on their return. We must not assume that such students are necessarily interested primarily in formal educational achievement. The fluent command of English plus American contacts may be far more important and realistically important for returning students than achievement in formal studies.¹⁹

Reasons are many and varied for an officer desiring to come to the United States as a student at the Navy Supply Corps School. Whatever the motive a proper

¹⁹Du Bois, op. cit., pp. 14-15.

selection process can insure a highly qualified group. With emphasis on qualifications and the officer's position on his return, a very responsive program for foreign students can almost be insured.

IV. QUESTIONNAIRE

A survey was conducted by the author of a representative sample of foreign naval officers who have attended the Navy Supply Corps School. One of the questions asked was, "If you were in a position to select an officer from your Country to attend the Foreign Officers Supply Course Class in Athens, what type of an officer would you select based on what criteria?" The replies received included the following qualifications for the officer selected:

- a. Must be a supply or engineering officer.
- b. A good working knowledge of the English language.
- c. An experienced naval officer with the rank of lieutenant or lieutenant commander.
- d. Should be a potential instructor upon returning to his country.
- e. An outstanding officer to distinguish himself in class to bring honor to his country.
- f. The personality required to be an unofficial ambassador of his country.
- g. Knowledge of the United States, its people, and way of life.
- h. Must possess an open mind.
- i. Familiar with the social customs of the United States.

V. ORIENTATION

Many officers attending the Navy Supply Corps School are visiting the United States for the first time. They have no idea what is expected of them personally or professionally. The foreign students come to the United States with some preconceived ideas of the course of studies that they will undertake and what our social settings are. These concepts might prove a liability to the success of the entire program. The student might assume that the course entails no work on his part or that in lieu of his trip being for the mutual exchange of ideas, he is to be only a receiver. This misconception of the student can be eradicated by a properly conducted indoctrination course prior to his departure from abroad or immediately after his arrival.

The need for orientation is, fundamentally, a consequence of the varied customs and habits prevailing in different parts of the world. Recent research has indicated that the basic problem facing any newcomer to a strange land is to find his way through the "cultural maze," that is, to become familiar at least at a minimal level with the particular patterns of behavior which are taken for granted within that society and which, until the visitor begins to understand them, may hinder him in the accomplishment of his mission. He must discover how to conduct himself in a wide range of simple and complex situations. Even if he can cope with the language, he may be confused by the values and mores of the alien society, by the subtleties of social intercourse and daily life which those native to the land take for granted.

At a deeper intellectual and emotional level, the values and ethical standards of the foreign culture, especially when they are widely divergent from those at home, frequently cause a serious disruption of communication between the visitor and the local people. The visitor's sense of what is right and proper is likely to be outraged by some of the practices he observes and he may find himself passing judgment on them. Until he learns to accommodate himself to these practices and to see them with the eyes of the native, he may suffer from a profound malaise.

A second important purpose of many organized orientation programs is to correct misconceptions about the people and countries involved in interchange. This is stressed particularly by governments and by community groups receiving foreign students and visitors. Ignorance and misunderstanding between nations require an effort to set the record straight, to present a more accurate view of the nature, aims and institutions of the host country.

A third distinct purpose, more limited in scope perhaps but no less important, is to increase facility in the language of the host country. Mastery of the language is essential not only for successful academic study and scholarly pursuits, but for successful adjustment to the local culture and for correction of misconceptions. Through the vehicle of language, the visitor can readily learn, by himself if necessary, the other things he needs to know. Without language skills, other types of learning are at best difficult, at worst impossible.

A fourth and related goal of orientation is to provide factual information and practical guidance, giving assistance in areas where there is an immediate felt need on the part of the visitor for help in coping with everyday problems, or the welter of legal and administrative regulations which affect his stay. This type of orientation stresses, for example, informal guidance on the complexities of reading timetables, tipping porters, or planning an itinerary, or on interpreting immigration regulations. The emphasis is practical, the content factual.

A final goal is to provide meaningful experiences and personal contacts, in an effort to create a psychological climate of acceptance and understanding in which the visitor, isolated from his own culture, can establish a satisfactory modus vivendi. Basic to this purpose is the belief that learning takes place most readily through active participation, as differentiated from observation, and that by establishing direct contact and close personal ties with the people of a foreign country and participating in their daily life, a visitor can learn and truly understand the things he needs to know. Thus the context in which orientation takes place, and the psychological atmosphere created, become all important.²⁰

VI. LIVING ACCOMMODATIONS

Regardless of the orientation program that is utilized one way that it can be enhance is by improving the living accommodations. The foreign naval officer is billeted in one of the Bachelor Officers Quarters at the Navy Supply Corps School. There are generally two officers from each country and they become roommates. This has a tendency of the foreign student spending more time with each other then being exposed to other surroundings. With this arrangement, we are losing the opportunity to furnish more contact with the American way of life to the foreign student. Arrangements could be made for these officers to live in American homes during their stay of nine weeks in Athens.

²⁰Committee on Educational Interchange Policy, Orientation of Foreign Students (New York: Institute of International Education, 1956), pp. 3-6.

During a program for foreign teachers at Southern Illinois University such an arrangement was made. The foreign teachers lived with American families. All families volunteered to have the foreign teachers live in their homes during their stay in Carbondale, Illinois. Teachers are not naval officers but they were still foreigners. If we are to assume that the only difference between the teachers and the foreign students is the uniform, why not such a housing system for the foreign student at the Navy Supply Corps School?

The arrangements made for the foreign teachers at Southern Illinois proved very successful to the host, the American families, and to the successful completion of the program.

Housing the educators in private homes proved to be an important factor in accomplishing the objectives of the International Teacher Development Program. Evaluations by both hosts and guests attribute to the success of these accommodations. From hosts:

. . .I am certain that our entire family gained in understanding and have the feeling that we have established a bridge of friendship that will long be remembered . . . (He) seemed to enjoy the children and they accepted him as a member of the family, and shed tears on his departure. I am glad that we had the good fortune to be included in this project.

. . .We enjoyed every minute of the time that he was with us. We learned so much about historical background, geography, and the culture of his people. Previous to his coming, we had done some background reading. The first-hand information which he had

was most helpful. We hope that he enjoyed learning about America from us to the same degree that we enjoyed learning about his country from him.

As for the grantees, every one was grateful for the opportunity of living with Americans. The following comment, from a written evaluation, is representative:

. . . It couldn't be better. To live in an American home has permitted to me to understand a really American life. To be treated as a member of the family was wonderful. I always felt free. I could discuss with my host and hostess about everything I was interested, about customs in U.S.A., about education, etc. Children also thought I was a member of their family. They asked me everything they wanted to know about myself, my country, etc. All of them were friendly and kind with me and with my friends who came to visit me. I am very grateful for everything they have done in order to help me have a happy time living here.²¹

²¹Southern Illinois University, International Teacher Development Program (Carbondale: Southern Illinois University, 1959), p. 24.

CHAPTER V

THE CURRICULUM

The student sat before me--he had come for advice. He was in the United States for education--training that would be put to use to enable him to help his countrymen. It was from one of the most primitive and backward villages in all of India that he had come--a village so remote that it was wonderous to me that he had been discovered and chosen for U. S. study. His problem was a relatively simple one, I thought--to find a course which would qualify him to institute some sort of basic recreational activity in his village. I sent him to an academic advisor only to have him return a few minutes later with a half-bemused, half-despairing look on his face. He had been told to try a course in Water-Skiing Techniques! The village had five stagnant, malaria-infested ponds and no boat.²²

The above quotation is a form of exaggeration but it is not so far-fetched to make the point that foreign students must be instructed in the areas that they will be able to utilize upon returning home. We must not instruct for the sake of instructing. There must be some utility for the foreign student.

I. SUBJECTS

The supply course for the American students is concentrated on the supply department of a destroyer. Because very few foreign navies have ships larger than

²²Pellner, op. cit., p. 2.

a destroyer the same concept is followed in the course for the foreign students. In addition, being that many foreign navies are concerned with ordering material from the United States under the Military Assistance Program, the great majority of the course is concerned with teaching how to use the various allowance and Navy stock lists. At the completion of the nine weeks in Athens the student has an additional three weeks of training at a selected United States Naval Activity. This is considered to be the application phase.

The emphasis in the course of instruction is for the instructor to select what he considers the most important areas and then select those sections and cover them in the short time of nine weeks. The course offered to the foreign students depends on the subjective selection of the curriculum by the instructor. No assistance is offered or given by anyone.

One instructor might speak in generalities from past experiences in supply and the course becomes a seminar controlled by the very few foreign students who have good command of the English language. The instructor might also feel that no examinations should be given or homework assigned because this will interfere with the social engagements planned in furtherance of the People-to-People program. Another instructor might

believe in being more specific with the area to be covered, assignment of homework, the scheduling of examinations, and striking a happy medium between the technical phase and the People-to-People program.

What viewpoint is correct? Unfortunately this cannot be answered. Some believe that the technical phase should take a back seat to the People-to-People program. Others believe that the technical phase is more important; and still others would like to maintain a proper balance between the two phases. Existing instructions are not clear enough to assist the instructor in determining the point of concentration. The emphasis selected depends on the subjective appraisal of the instructor.

II. LACK OF APPLICATION

Many officers who have attended the course will never apply the technical knowledge learned at Athens. For example, an officer from Northern Europe was a law specialist working in the law section of his Country's Navy. Upon completion of the course he was to return to the same position in the legal department that he held prior to selection. What connection is there between the supply department of a destroyer and the legal department of a Navy? Another European officer who

attended the course was an administrator in the Air Force having no connection with supply matters.

The course many times lacks the area that the foreign officer is most interested in. An officer from Southeast Asia was the comptroller of a shipyard and upon returning to his country was to be assigned to the same billet. His area of interest was comptrollership and accounting. The officer had exactly one week in accounting at the Navy Supply Corps School.

Another officer from Asia specialized in supply ashore but this area is not included in the foreign officers' supply course.

The instructor at Athens has no way of knowing what the area of requirements are for the foreign supply officers. A course is selected and prepared based on the abilities of the instructor to forecast the important areas of supply that will be most beneficial to the foreign student. The foreign student is fitted to the course instead of the course being prepared to fill the needs and requirements of the foreign students. Countries represented in the classroom might not have destroyers or the students might be fully satisfied with the ways things are done in his country or is not prepared for changes.

From the instructor and students viewpoint, the weaknesses that are apparent are:

a. Returned grantees [students] have a defeatist attitude. They feel they cannot apply their learning at home.

b. Returned grantees [students] lack the insight and desire to change the situation or framework in which they work. They need to be helped to build a philosophy of education and a set of values which are basic to the way of life they desire for their nation.

c. Standards set in America are so far removed from the reality of underdeveloped nations that they are impossible to accomplish.

d. Grantees [students] lack the imagination and initiative to get full value from their opportunity and to make full use of it upon their return.

e. The program is frequently administered by someone unacquainted with education.²³

III. SELECTIONS OF SUBJECTS

The perfect condition will be for the instructor who is a highly technical expert in the United States Navy Supply System to be familiar with the different supply systems of the nations whose officers are attending the course at Athens. By comparing and contrasting both systems the instructor would be able to come closer to the requirements that should be stressed. This knowledge on the part of the instructor is next to impossible. No one person is capable of knowing the

²³Katherine Dresden, "Weaknesses in International Exchange Programs," Journal of Teachers Education, Volume 6 (September, 1956), p. 204.

different supply systems of so many countries. The solution to this problem is for better liaison between the Military Assistance Advisory Group of the countries that will be represented in the classroom and the instructor.

It is to be assumed that the Military Assistance Advisory Group is familiar with the respective country's supply problems. A paper on each country's supply problems can be prepared and submitted to the Navy Supply Corps School in Athens. This paper should be prepared for the countries concerned at least once a year.

A committee, with the instructor as a member, should be appointed at the Navy Supply Corps School to study these papers. The objective of the study is to determine what courses should be offered to the foreign students based on the determined needs. The result will be that in different classes different areas will be stressed. One course might consist of accounting and comptrollership; another of supply afloat or supply ashore. This system will give the required flexibility and the courses will be based on the needs and requirements of the foreign students.

IV. ONE INSTRUCTOR CONCEPT

The instructor not only selects but also teaches the course to the foreign students six hours a day, five days a week. The concept of having only one instructor to teach the foreign students is to have the foreign students get accustomed to one person's way of speaking and to make the instructor a specialist in teaching foreign students. Because of the language barrier teaching foreign students is a specialized field. The instructor must speak slowly and ascertain on numerous occasions that he is getting through to the students. In addition, foreign students are not accustomed to having a close relation with the instructor and have a tendency to be shy and timid. By having the same instructor these characteristics are reduced to a minimum.

These advantages are offset by the great workload imposed on the instructor. He must teach six long hours a day which is considered too many hours for effective instructing. A contrast of these hours can be made with the instructors who teach American Naval Officers at the Navy Supply Corps School and Professors at Universities. All the instructors at the Navy Supply Corps School, with the exception of the instructor for foreign students, teach an average of approximately twelve hours a week. The majority of college professors teach much less.

In addition to the hours, the different subject matter covered in the foreign student course is too diversified for one supply officer to know each field in detail. The instructor is required to be well versed in accounting, inventory control, technical supply, supply afloat, and many other areas. Specialization is completely lacking. The task is not impossible but it presents a very great challenge with many obstacles. The success of any course depends not only on how well the course is presented but on the periodic improvements that are made. How can improvements be made in such a broad field when the instructor must devote a considerable length of time trying to be proficient in each field?

A reduction in the field of knowledge required by the instructor and the instructing time can be accomplished by increasing the Foreign Officers Supply Course Class Division by two additional officers. The area can then be divided based on the specialty of each officer. The end result will be more effective instructions.

V. APPLICATION PHASE

Upon completion of the first phase of the course at the Supply Corps School, the foreign class goes to a United States naval activity for the application phase.

The activities selected in the past have been Charleston, Newport, Jacksonville, and Key West. For three weeks the students are exposed to all the sections of a supply department ashore and afloat. Each section supervisor explains his particular responsibilities and what his sections does. This procedure is unsatisfactory because it is generally a repetition of what the student has learned in Athens, the supervisors speak too fast, and the foreign student is not interested in every section of the supply department.

Much more could be accomplished from this phase of the course if the area of interest was known for each student. Upon completing the Navy Supply Corps School, the student could be sent to an activity in accordance with his interest. For example, if the area of interest is supply afloat, the student could be ordered to a destroyer for a certain period of time. If the interest lies in comptrollership, he would be ordered to an ashore activity having a comptroller department of the size that the student is interested. This system will be successful because we are giving to each student what he has selected as his needs and not fitting the student to the course.

VI. GRADING PROCEDURE

Although existing instructions for grading include a provision for the assignment of a numerical grade this is seldom done. For all intent and purpose each student is given a mark of satisfactory at the completion of the course. The grading system is too easy and destroys the motivational factor of grades. Things that are earned easily are generally not appreciated. The curriculum should not be prepared to fail anyone who applies himself, but different levels of accomplishment should be recognized.

The foreign officers selected for the course at Athens are supposed to be the cream of the crop. By applying themselves, seldom will anyone not be successful in completing the course of study. On occasion some foreign students do not apply themselves the way they should and time, money, and effort are wasted by the foreign country concerned and the United States. If a foreign student falls into this category he should be given an unsatisfactory mark and returned to his country. This procedure will increase the prestige of the Foreign Officers Supply Course Class and give more value to the diploma that is given upon completion. In addition, the United States Navy will gain more respect by establishing reasonable standards and abiding by these measurements.

VII. EVALUATION SYSTEM

Once the foreign student has completed his course of study in the United States he returns to his country and whether or not there have been mutual advantages between the United States and the foreign country no one knows. An evaluation system is completely lacking.

Has the supply system of the student's country improved? Have the objectives of the course been met? Has the course provided improved working relations between the foreign navy and the Military Assistance Advisory Group? These and many other questions remain unanswered. Only an evaluation program can furnish the answer to these questions.

Evaluation means objective appraisal of methods and results. At its best, it involves continuous reference back to primary objectives to determine how well they are being achieved. Thus, methods selected, and even the objectives themselves, can be modified promptly if found to be impracticable. Clearer and specific goals obviously lend themselves more readily to evaluation than do vague, general goals such as "good will."

Evaluation may take many forms. It should always, however, be continuous from the beginning of the project until long after its completion. Self-evaluation by the sponsoring agency is important. However, evaluation is more likely to be objective and valid when it includes critical, expert appraisal by persons not involved directly in the project.

Among the most important elements in evaluation is the factor of time. Evaluative judgments derived during and immediately following projects, particularly when dependent largely upon reactions of

sponsors and participants, are generally less valid than those secured after a reasonable time. Techniques employed during and just after a project, such as interviews, questionnaires, letters, and spontaneous expressions of gratitude may be important, but are rarely enough. The lasting values of projects can best be determined through delayed evaluation, utilizing not only the techniques just mentioned, but also, if possible, field interviewing and a study of actual progress toward achieving the goals of the project. On the other hand, too long a delay may make it difficult to secure data and to isolate the specific outcomes of a project from the impact of later experiences.²⁴

The Navy Supply Corps School is able to evaluate the courses offered to the foreign students based on the goals established. Only the Military Assistance Advisory Groups of the applicable foreign countries can determine the results. Through constant evaluation of the results the Military Assistance Advisory Groups will be in a position to offer valuable assistance to the Navy Supply Corps School for improving the course offered to foreign naval officers.

²⁴Harold E. Snyder, When People Speak to People (Menasha, Wisconsin: George Banta Publishing Company, 1953), pp. 92-93.

CHAPTER VI

PEOPLE-TO-PEOPLE PROGRAM

In this day when great social and political forces are awake in all parts of the world, we tend to forget how important the role of the individual person can be. The complexity of international problems obscures at times the moral, social, and humanitarian motives which influence human behavior and ultimately the actions of nations. If person-to-person and group-to-group relationships are the basis of all social development, it would seem reasonable that by practicing, expanding, and strengthening such relationships internationally, we increase our ability as a free people to cope with the problems which face us. Such relationships can also serve to cultivate abroad a better understanding of the genius of American democracy.²⁵

I. HUMAN INTEREST

Out of the 1956 All-Star baseball game in the nation's capital, came not only another historic boxscore for the fans, but a story destined to be told and retold wherever baseball aficionados meet throughout the Americas, and wherever fans of democracy live. Both the plot and the punch line are basis to the story of Americans in voluntary service.

For three years young Jose worked hard and saved his money so that he could make the plane trip from Venezuela to Washington and see the great game. From Washington Airport to Griffith Stadium didn't take long--but try to get a ticket only a day before the game. Even the bleacher seats on the sunny side had been sold out months before.

On the morning of the game, Jose begged the stadium box-office attendant for a little space--any space, between the aisles or on the roof, or

²⁵Ibid., p. v.

maybe he could help the bat boy. Moved by the boy's eagerness, the attendant let him enter and stand in the least conspicuous spot in the stadium--atop the center field bleachers, beside the flagpole.

An hour before the game, bursting with delight at his fortune, Jose stationed himself unobtrusively just beneath the Stars and Stripes. From his distant but panoramic view of the field, he avidly watched the stadium fill up, drank in the pregame pageantry, and finally lost himself in the game itself.

A few days later, home again, Jose was the center of attention, as he described in detail what Mickey Mantle did, the speed of Willie Mays, and the performance of Latin Americans who played in the All-Star game. Inevitably he was asked, "What impressed you most about the States?" Without hesitation, Jose replied:

"The game was even more wonderful than I expected. But most amazing was how friendly all those Americans were toward me, Jose from Venezuela. I thought they wouldn't even know I was there, way out in the centerfield beside the flagpole. But somehow they found out, and before the game began all those thousands of people stood up, looked out there at me, and sang, 'Jose Can you see?'"²⁶

II. MISCONCEPTIONS

It is almost impossible to give this personal attention that our hero, Jose, thought he had received but we can give added recognition to our friends from abroad. We must learn to understand their way of life just like we want them to understand our way. Many people build up false impressions of the foreigner.

²⁶Cleveland and Mangone, op. cit., p. 65.

If they do not do things our way they are backward or uneducated. The politeness of the foreigner is sometimes interpreted as a sign of inferiority, and unfounded prejudice against some foreigners still exist.

Foreigners also have their own impressions of the United States. An officer from Latin America writes of his impression of the United States prior to his visit as a member of the Foreign Officers Supply Course Class:

The United States was an imperialistic country and this resulted in a very high standard of living. The main undertaking of each American was to make money and more money. As seen through American business man in his country, movies, newspapers, and radios, the United States was a bad country.

III. VOLUNTARY PARTICIPATION

Government alone cannot fight to improve the tolerance and understanding of the American people. With so many foreigners studying and visiting in the United States the government just does not have the resources or the organization available to ascertain that all foreigners are given the opportunity to be understood and in return that they become familiar with our country and our way of life.

In the current world situation, characterized by growing tension, by fear of governments, by suspicion (often carefully cultivated by propagandists) of American motives, it is especially important that voluntary participation be increased in the field

where it is best able to function--the building of cultural relations designed to provide direct contacts on "peoples speaking to peoples" basis. Such voluntary efforts are not subject to the same deliberate misinterpretation as government activities and experience has shown that, when well planned and executed, they are recognized abroad as a reflection of true American humanitarianism. Voluntary projects can more easily lead to close personal friendship across international boundaries. They are needed to promote progressive growth in understanding by Americans of the ways and problems of other countries, as well as a better understanding of us abroad.²⁷

IV. PURPOSE

The People-to-People program is the American answer to international lack of understanding, prejudice, ignorance and false ideas existing in the world. It is not financed, managed or influenced by government. It is wholly a voluntary and private movement for average Americans. It is a way in which you, whatever your age, means or ability, can work toward building a better image of the real America throughout the world. It is a way you, whoever or wherever you are, can work effectively for Peace and Understanding.

The road to peace in the world is paved with understanding, goodwill and friendship. There is great need abroad for a better image of America, its hopes, ideals and way of life. This has been distorted and misunderstood because of the march of events and our own failure to build and establish the true image. Since government, in a democratic system, cannot and should not do everything, this job is up to the people. This is the American way and a way we understand.

²⁷Harold E. Snyder and George E. Beauchamp, An Experiment in International Cultural Relations (Washington: America Council on Education, 1951), pp. 40-41.

People-to-People is a national movement, financed and directed entirely through private enterprise, to establish closer ties, acceptance, friendship and cooperation with the other people of the world. There are thousands of ways in which this can be done, all of them only by people working with other people. Some of these are being utilized, many are not. People-to-People seeks to relieve human prejudice and misunderstanding internationally just as the American Red Cross fights disaster, distress and suffering. It is built on the same foundation and principles of compassion, concern, hope and desire for global understanding.

The program grew out of a White House conference called by President Eisenhower in 1956, and it has the hearty endorsement of President John F. Kennedy. They believe that there is much which governments cannot do, but which people can, in building a better world.

The greatest undeveloped area in the world lies directly beneath the hats and caps which men wear. The struggle to develop and improve the world and the status of mankind has always been in the minds of mankind; more so than ever today. This is a job that only people can accomplish since it is utterly futile to expect nations to work together unless people do so. General Eisenhower has said this in many different ways.

There is great need in the world today for more understanding of the United States and of the people of this country. As citizens we have the power and the resources to win friends all over the world, thus correcting much of the distorted image which prevails. Americans privately, and not through government, can do a great deal to attack ignorance, hunger, disease and lack of human comforts throughout the world, and will do so when shown the way. This is clear from the national concern that is felt for the less fortunate people of the world. There is no need to wait or to rely on government to do this job since much of the work cannot be done effectively by government, and the government has called upon private individuals to help. Last January at his inaugural, President Kennedy said, "We shall pay any price, bear any burden, meet any

hardship to assure survival and the success of liberty." People-to-People provides a way to shoulder these responsibilities voluntarily and painlessly because they would be self-imposed, and thus satisfactory and successful.²⁸

The People-to-People program is not solely for the advancement of the American way of life. It is a mutual education in foreign cultures. Books cannot teach what can be learned from personal relations in face-to-face situations. The foreign national and the American citizen are both mutually benefited. The United States government can create situations to increase the number of people from foreign countries visiting or studying in the United States but the relationship resulting from such visits between these people and the Americans will depend on the people from each country and not the government.

V. THE FULBRIGHT ACT

The largest international educational exchange program in our history was launched on August 1, 1946, when the Seventy-ninth Congress enacted Public Law 584, the Fulbright Act. With the end of World War II and the advent of nuclear weapons, the compelling need for greater international understanding and good will among nations could no longer be ignored. As Sen. J. W. Fulbright said, "We all know that no country is far away in the age of airplanes. The necessity for increasing our

²⁸Undated Mimeographed Information Pamphlet (Kansas City: People-to-People), pp. 2-3.

understanding of others and their understanding of us has an urgency that it has never had in the past. The adoption of this program by the Congress is a vital counterpart to the steps we are taking to increase our participation in world affairs."

The educational exchange program was designed to meet this challenge on the cultural level, just as the Marshall plan on the economic level, and later the North Atlantic Treaty Organization and the Southeast Asia Treaty Organization on political and military levels. In terms of lessening the likelihood of another war by promoting greater people-to-people understanding, the program has been described as the most fabulously profitable investment ever authorized by the Congress of the United States. Altogether, nearly 22,000 persons have been exchanged with 28 countries at a lower cost to the American taxpayers than 5 hours of fighting World War II.²⁹

Although the Fulbright Act has to do with civilian foreign students it indicates the importance attached to the mutual understanding of people from different countries.

VI. PROGRAM IN ATHENS

The presence of foreign officers at the United States Navy Supply Corps School offers the surrounding community of Athens an opportunity to participate in the People-to-People program. Although the city of Athens is small, the people of Athens, the U. S. Naval Officers at the school, churches, and the University of Georgia should be sufficient to successfully promote the People-to-People program.

²⁹United States Department of State, Swords Into Plowshares (Washington: Government Printing Office, 1952), p. 1.

The Navy Supply Corps School tries to further the People-to-People program by soliciting as many invitations as possible for the foreign officers. These invitations can be for informal visits to private homes, dinner engagements, picnics, parties, sight-seeing, participating in the functions of social clubs and civic organizations; and offering the foreign student assistance that they might need with personal problems like buying gifts for the family back home.

Activities for the foreign student are plentiful in Athens but sometimes they lack in quality. Participation in the People-to-People program should be based on quality, not quantity. There are occasions for hidden motives on the part of the persons showing hospitality that are not only apparent to the instructor but also to the foreign students. The important element of sincerity is lacking.

U. S. Naval Officers in general do not support the People-to-People program. There are exceptions to this statement just as in everything else. There were very few naval officers in Athens who entertained solely for the purpose of extending hospitality for mutual understanding. The great majority of those who entertained the foreign officers did so because it was common knowledge that the Commanding Officer expected all officers,

as part of their official duties, to participate with the foreign officers in the People-to-People program.

An officer from Asia writes:

Reflecting on my stay in the United States I can say that it was pleasant and a memorable one. Although after the supply course at Athens and Jacksonville, things were less organized and appeared somewhat neglected. During the latter part of my stay I felt very lonely at times. Not having any language difficulty, I was very eager to mix with Americans, but this was not so easy, unless the other party appeared receptive or interested. In general American officers, in my opinion, do not seem to have much interest in foreign officers.

The foreign officer becomes very popular, especially with people who expect to travel abroad within a short time. This might be a normal desire on the part of the host to learn about the country that he will be visiting in the very near future but even so in this type of treatment a certain amount of sincerity is often lacking. The foreign officer might assume, and very often correctly, that the entertainment was done in order for the foreign officer to reciprocate when the host travels to the foreign officer's country.

The type of entertainment offered to the foreign officer is on many occasions not a true representation of the way of life of the average American. Cocktail parties are not a common everyday occurrence in an American home. Cocktail parties must be kept to a minimum with more emphasis upon a typical evening in an

American home. The writer is not proposing that this type of entertainment not be included as a means of furthering the People-to-People program but is recommending moderation. There are many dangers inherent in this type of entertainment. For example, Budhist and Moslems do not drink any alcohol. An American guest or host under the influence might become too demanding for the officer to take a drink and thereby embarrass the officer in his belief. Another danger can be on the drinking habits inherent in some of our American females. The belief of the majority of foreign officers is that a respectable lady should not drink any appreciable amount of alcohol.

Many activities are too formal and lacking in the ingredients necessary to promote mutual understanding. The atmosphere at a formal coffee, tea, or dinner is an example. The host or hostess does not give an opportunity for the foreign officer to be at ease. Better results are obtained through informal gatherings than formal affairs.

Concerning the participation of Indians in the American way of life, a foreign trainee gathered this observation:

American foreign policy emphasizes the promotion of amity and understanding. We spend large sums of money abroad trying to tip the scales of international

public opinion in our favor. Our "Information and Education" programs direct their efforts towards presenting an objective picture of the United States-- a school day in Connecticut, a farmer's life in the wheat-belt, a small-town democracy in action. What we must realize is that if the Indian students are to try to understand Americans, they must be encouraged to participate rather than to observe, and to do so in situations that are real rather than contrived among people who are relaxed rather than on exhibit.³⁰

An officer from Asia states:

Foreign officers do get a lot of opportunity to meet Americans at luncheons, dinners, cocktails and similar parties, which have been arranged previously or solicited. Such parties are somewhat formal. All foreign officers will agree with me if I say that their stay in the States can be made more pleasant and homely by meeting American families under less informal circumstances.

Unfortunately considerable entertainment is done by wealthy people. It stands to reason that well-to-do individuals are in a better position to entertain than any other strata of our society but if carried to excess the foreign officers will not receive an accurate cross-sectional sample of our society.

The difficulty in furthering the People-to-People program lies in the fact that many people have no idea of what the program is about or what type of entertainment should be arranged for the foreign officers. Some forms of entertainment do much to further understanding,

³⁰Fellner, op. cit., p. 56.

others do very little. The program can be improved by the constant education of the community in the objectives of the People-to-People program and how it can be accomplished. A happy medium must be reached between the different types of entertainment and the society strata of the people involved. Great emphasis must be placed on the "home" aspects. In addition, U. S. naval personnel must be educated in order for them to sincerely see the value of the People-to-People program and increase their participation. A selected community program is included in the Appendix.

VII. EVALUATION OF PROGRAM IN ATHENS

In a questionnaire submitted to foreign naval officers who had attended the Foreign Officers Supply Course Class in Athens, one of the questions asked was, "What was your impression of the United States after your departure?" A summary of the replies are enumerated below and it can be seen that the great majority of them are good but like in everything else, some are not.

- a. Kindness of people and a very hospitable country.
- b. The abundance of freedom.
- c. Respect for the individual.
- d. A great and rich country with a high standard of living.
- e. Opportunity for everyone with initiative.
- f. Military and civilian personnel work together.

- g. High degree of organization.
- h. Foreign training courses should be continued because this will pay the United States more dividends than any material help rendered to foreign countries.
- i. A peaceful and religious country.
- j. Enjoyed the Americans in the United States but cannot understand why Americans living in his country act differently.
- k. Citizens are rich by Asian standards.
- l. Poverty is practically non-existent.
- m. Land of millionaires and multi-millionaires.
- n. American way of life is one big round of parties.
- o. American moral code is lax.
- p. It appears as a mockery for America to champion the cause of democratic ideals and human dignity when Negroes in the United States are treated as second class citizens and segregation practiced in many places. It was also a shocking surprise for me to see the degradation and poverty under which Negroes were living. I found it hard to swallow that so much wealth should exist side by side with such poverty. Social justice in the United States leaves much to be desired.

CHAPTER VII

CONCLUSIONS

The importance of the instructor's position as a representative of the United States Navy has not been realized. This is clearly indicated by the lack of any specialized training given to a prospective instructor. An officer is selected in the best manner possible and everyone hopes that he will be successful. This system leaves much to be desired when the foreign students receive the great majority of their impression of the United States from the instructor.

The selection of the foreign students depends only on his ability to master the English language. Other more important qualifications are usually ignored.

The curriculum is prepared without adequate planning. The requirements of the students are not taken into consideration. It is impossible for one person to know what is required by representatives of so many nations. In addition, there is a conflict between the technical phase of the course and the People-to-People program. Existing instructions do not clarify the main purpose of the course. There is no evaluation process to help in determining if the objectives of the course are being met.

The People-to-People program many times sacrifices quality for quantity. The point of concentration appears to be to keep the foreign students occupied with social engagements regardless of type. Bigness and spectacles are the criteria in lieu of a typical representation of the American way of life. Instead of participating, the foreign student is observing. The people of the United States and our naval officers must be indoctrinated into the purpose and values of the People-to-People program. If we are to have mutual understanding between the nations of the world and the United States, everyone must do his part.

In conclusion, the following salient points are enumerated in regards to the entire Foreign Officers Supply Course Class Program:

- a. Greater care must be taken in the selection of an instructor.
- b. The instructor's qualifications in dealing with foreign people and knowledge of a foreign language must take priority.
- c. All instructors should conclude an extensive training program prior to assuming the responsibilities of a foreign class.
- d. The language emphasis on the selection of foreign students should be discontinued.

e. The factors of ability to participate and application should have top priority in the selection of foreign students.

f. All foreign students should participate in an orientation course before attending the United States Navy Supply Corps School.

g. Any orientation course could be improved by having foreign students live with American families while in the United States.

h. The curriculum should be prepared based on the requirements of the students.

i. The selection of the curriculum should not be the function of one United States naval officer.

j. The presentation of the curriculum by one instructor is not conducive to an outstanding course for foreign officers.

k. The application phase of three weeks at a United States naval activity should be substituted to the foreign student's "area of interest."

l. The grading system should not be so easy.

m. An evaluation system must be employed to determine if the objectives of the course are being met.

n. The People-to-People program must be planned to allow the foreign students more participation and less observation.

o. Quality in lieu of quantity should be the criterion for the People-to-People program.

p. Emphasis must be placed in our home life and institutions instead of just showing the foreign officers a "gay time."

q. United States Naval officers and the American people must be indoctrinated to sincerely participate in the People-to-People program.

BIBLIOGRAPHY

A. BOOKS

- Baty, Eben Neal. Citizen Abroad. New York: Viking Press, 1960.
- Childers, James Saxon. The Nation on the Flying Trapeze. New York: McKay, 1960.
- Cioslak, Edward Charnwood. The Foreign Student in American Colleges. Detroit: Wayne University Press, 1955.
- Cleveland, Harlan and Gerad J. Mangone. The Art of Overseasmanship. Syracuse: Syracuse University Press, 1958.
- Du Bois, Cora. Foreign Students and Higher Education in the United States. Washington: The American Council on Education, 1956.
- Hall, Edward T. The Silent Language. Garden City, New York: Doubleday and Co., Inc., 1959.
- Jones, Manley Howe. Executive Decision Making. Homewood, Illinois: Richard D. Irwin, Inc., 1957.
- Lambert, Richard D. and Marvin Bressler. Indian Students on an American Campus. Minneapolis: University of Minnesota Press, 1956.
- Morris, Richard T. The Two-Way Mirror. Minneapolis: The University of Minnesota Press, 1960.
- Sayer, Wallace Stanley. Training For Specialized Mission Personnel. Chicago: Public Administration Service, 1952.
- Scott, Franklin D. The American Experience of Swedish Students. Minneapolis: University of Minnesota Press, 1956.
- Snyder, Harold E. and George E. Beauchamp. An Experiment in International Cultural Relations. Washington: American Council on Education, 1951.

Snyder, Harold E. When Peoples Speak to Peoples.
Menasha, Wisconsin: George Bauta Publishing Co.,
1953.

Stewart, George R. American Ways of Life. Garden City,
New York: Dolphin Books, Doubleday and Co., Inc.,
1954.

B. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES,
AND OTHER ORGANIZATIONS

United States Department of Health, Education, and
Welfare. International Teacher Development Program
1959-1960. Washington: Government Printing Office,
1961.

United States Department of State. Swords Into Plowshares.
Washington: Government Printing Office, 1952.

International Teacher Development Program. Carbondale:
Southern Illinois University, 1959.

United States Departments of the Army, the Navy, and the
Air Force. Military Assistance Program Information
and Guidance. Fifth Edition. Washington: Govern-
ment Printing Office, 1960.

United States Department of the Navy, Office of the
Chief of Naval Operations. Directive for Foreign
Military Training. Washington: Government Printing
Office, 1958.

Committee on Educational Interchange Policy. Orientation
of Foreign Students. New York: Institute of
International Education, 1956.

Bang, Katherine C. The Foreign Student Adviser and
Community Resources. New York: The National
Association of Foreign Student Advisers, 1959.

Beals, Ralph L. and Norman D. Humphrey. No Frontier to
Learning - The Mexican Student in the United States.
Minneapolis: University of Minnesota Press, 1957.

Committee on Educational Interchange Policy. The Goals
of Student Exchange. New York: Institute of
International Education, 1955.

Institute of International Education. The World at Your Door, A Handbook for Communities, Groups, and Individuals. New York: Institute of International Education, 1952.

Metraux, Guy S. Exchange of Persons: The Evolution of Cross-Cultural Education. New York: Social Science Research Council, 1952.

Taba, Hilda. Cultural Attitudes and International Understanding. New York: Institute of International Education, 1953.

United States Department of Health, Education, and Welfare. International Educational Exchange, A Selected Bibliography. Washington: Government Printing Office, 1961.

Committee on Educational Interchange Policy. Expanding University Enrollments and the Foreign Student. New York: Institute of International Education, 1957.

Lunn, Hally H., Jr. Student Government and Foreign Student Programming. Cambridge: United States National Student Association, 1954.

Institute of International Education. Meet the USA. Handbook for Foreign Students in the United States. New York: Institute of International Education, 1959.

Higbee, Homer D. The Status of Foreign Student Advising in United States Universities and Colleges. East Lansing, Michigan: Institute of Research on Overseas Programs, Michigan State University.

Blegen, Theodore C., and others. Counseling Foreign Students. Washington: American Council on Education, 1950.

Lunn, Harry H. How to Run A Campus International Program. Cambridge: United States National Student Association, 1954.

Committee on Educational Interchange Policy. The Goals of Student Exchange. New York: Institute of International Education, 1955.

Warmbrunn, Werner (ed.). Research Studies in Inter-Cultural Education. New York: The National Association of Foreign Student Advisers, 1960.

Schuiteman, Robert and others. A Study of Practices Relating to Foreign Student Speakers and Entertainers. New York: The National Association of Foreign Student Advisers, 1960.

United States Department of State. Educational and Cultural Diplomacy. Washington: Government Printing Office, 1961.

Undated Mimeographed Information Pamphlet. Kansas City: People-to-People.

Dale, Fuller C. Training of Specialist in International Relations. Washington: American Council on Education, 1957.

Agard, Frederick B. International Teacher Education Program. Ithaca, New York: Cornell University, 1956.

Humble, Alberta L. and John E. Grinnell. International Teacher Development Program, 1959. Carbondale, Illinois: Southern Illinois University, 1959.

United States Advisory Commission on Educational Exchange, Two-Way Street. Washington: Government Printing Office, June, 1950.

C. PERIODICALS

Hale, W. H. "Every Man an Ambassador," Reporter, 16:18-22, March 21, 1957.

"Professors and Principles," Nation, 184:401, May 11, 1957.

"Foreign Policy Begins at Home," Vital Speeches, 23:701-2, September 1, 1957.

"To Counter Russian Propaganda," New York Times Magazine, February 9, 1958, p. 14.

"Foreign Students Can Become Our Friends," Saturday Evening Post, 231:8, January 17, 1959.

"Program for Foreign Students," America, 98:659-61, March 8, 1958.

"People-to-People Diplomat," Look, 25:127, October 24, 1961.

- "Basis for Understanding," Rotarian, 93:16-17, December, 1958.
- "Come on Over," Newsweek, 52:50, July 7, 1958.
- "A People-to-People Plan, American Mercury, 91:87-8, August 1960.
- "Massive Study Analyzes Teacher's Personality," Science Digest, 49:23-4, January 1961.
- "How Materialism Has Failed in the Foreign Aid Program," United States News, 47:120-3, October 19, 1959.
- Teacher Ambassadors, People-to-People. American Teacher Magazine 1:11-12, March 1955.
- Dresden, Katherine. "Weaknesses in International Exchange Programs," Journal of Teacher Education, Volume 6 (September, 1956), 204.
- Adams, D. "Cultural Pitfalls of a Foreign Educational Adviser," Peabody Journal of Education, 36: 338-44, May 19, 1959.
- Apple, J. A. "Providing for Teacher Growth in International Understanding," Journal of Teacher Education, 2:193-98, September, 1951.
- Cajoleas, L. P. "Counseling Overseas Students," Journal of Higher Education, 29:209-12, April, 1958.
- Davis, J. M. "Is Too Much Being Done for the Foreign Student?" News Bulletin, 33:6-12, November, 1957.
- Finkelstein, M. G. "Communication of Ideas," News Bulletin, 32:10-15, January, 1957.
- Hunt, Rople Lanier. "Peace Through the Door of Home," Christian Home 12:19-21, October, 1953.
- MacCormac, K. "Keeping in Touch with Returned Grantees," News Bulletin 34:30-34, April, 1959.
- Rex, W. A. "Programming the Whole Visitor," News Bulletin 33:18-23, November, 1957.

White, H. C. "The Way We Look to Them," The Reader's Digest, 60:16-19, January, 1952.

D. UNPUBLISHED MATERIALS

Pellner, Liselette. "Learning and Living Across Cultures: A Study of the Indian Foreign Student in America and India." Unpublished Masters thesis, Teachers College, Columbia University, New York, 1962.

APPENDIX

COMMUNITY PROGRAM

The basic philosophy of all community programs for foreign students is that there is reciprocal value in these contacts, and that the programs offer an excellent opportunity to both students and families for the kind of cultural involvement which is a prerequisite to increased understanding among the peoples of the world. Whether or not we have learned to take full advantage of this opportunity is still a debatable question.

What are these reciprocal values of which we speak so often? The tangible ones are obvious: the knowledge gained from first-hand experience; the opportunity to satisfy one's curiosity about other people; the chance to compare customs and folkways; the exchange of ideas; the development on the part of the student of a feeling of belonging; and the personalization of our abstractions, so that "Indians are" becomes "Mr. Singh is," and "Americans are" becomes "Mr. Smith is."

Less tangible, but equally important, is the development of a more mature point of view toward those of different cultures and more than ourselves--the recognition that respect for differences, appreciation of another's scale of values, is more meaningful in developing this understanding of which we so often speak than the trite conclusion that human beings are very much alike, despite their differences.

The responsibility and the initiative in establishing a program which emphasizes positive values rests with the Foreign Student Adviser and the host community. Efforts to achieve these values may result in superficial programs if bigness, showiness, or impressiveness dominate the aims of those directing the community program.³¹

³¹Katherine C. Bang, The Foreign Student Adviser and Community Resources (New York: The National Association of Foreign Student Advisers, 1959), p. 4.

A community program must be planned so that the objectives of personal contacts and participation can be reached. To successfully accomplish its aims a community program should include the following:

a. Welcome letters. Letters should be sent to the student in his native land, enclosing information about the services available to him upon arrival in the United States and in the community.

b. Motor Corps. Volunteers who are willing to drive their cars are essential to any program which recognizes that the first few days after the foreign student's arrival can be most critical. It is during this period that he is apt to feel most alone and bewildered. To be met at train, bus, or airport by a friendly volunteer helps enormously in taking the edge off the strangeness.

c. Home hospitality. The welcoming of foreign students into the homes of individuals should be conceived as a continuous process, starting as soon as possible after arrival, and continuing throughout the year. Continuity is stressed for several reasons. The foreign student is often bewildered and hurt by the superficial enthusiasm of host families with whom he has only one encounter. The kind of relationship which is mutually enriching can best be achieved through many different kinds of shared experiences. Informal dinner with a family, a ride into the country on a Sunday afternoon, an invitation to attend the theater, or a symphony concert, or a movie, a suggestion that the foreign student accompany members of the family to community activities, PTA, Rotary, Scouts, League of Women Voters--all of these are ways by which the foreign student can be more closely drawn into the family circle.

d. Foreign students as speakers and entertainers. Probably in no other area is it so important to keep in mind the purpose of the foreign student's coming to this country than in developing "program services," of whatever nature, for community groups. One of the danger spots which should be a matter of concern is the exploitation of the student by groups interested in him only as "program."

e. Field trips for groups of foreign students. Field trips and tours offer the Foreign Student Adviser a number of opportunities to work with individuals and groups of widely diversified interests in a larger geographical area than that of campus and immediate community. This kind of arrangement demands careful preliminary planning, and a clear understanding between Foreign Student Adviser, students, and host groups of the allocation of responsibilities.³²

f. Cultural experiences. Most of the visitors arrive with little knowledge of the cultural interests and resources of American and often with a strong conviction, as a result of previous misconceptions, that cultural interests are largely nonexistent in America. Outstanding art galleries, libraries, museums, theaters, ballets, and musical events may well be included, but it is perhaps even more desirable to indicate the wide-spread interest in local musical organizations, either school or community, the extent of interest in little theaters and amateur theatrical groups, hobby groups, etc.

g. Community self-government and the Public Servant Concept. In general the visitors have been accustomed to a situation where the individual has little sense of participation in his government even on the local level and where the public official tends to be regarded as a person with special privileges and authority. Experiences can be arranged to show the community governing itself and the sense of participation and of influence which individuals and groups have developed. Also helpful will be contacts with public officials that will demonstrate our concept of the official as a public servant. Especially helpful in this regard is the function of the policeman in an American community and the cooperative services which he performs for citizens in general, and youth activities particularly.

h. Community, group, and organization cooperation. In general, visitors are not accustomed to the cooperative spirit of tolerance and compromise by

³²Ibid., pp. 5-7.

which organizations and groups with widely divergent aims manage to work together in solving problems of mutual interest and concern. The Community Chest is one good illustration and others can be found in every community. Because visitors are quick to say that this or that phase of American life is possible only because of our wealth and resources, it will be particularly valuable to show examples of group or organization projects carried out by self-help and with limited funds.

i. Schools. It is doubtful whether there is much advantage in simply looking at American school buildings and their facilities, but carefully selected experiences with emphasis on discussion methods and teacher-parent and teacher-student cooperation can be highly valuable. The concept of the teacher as a helper, confidante, and friend to the students is a new and valuable one to most visitors. They can gain much from seeing the interest which parents take in the schools and school problems and the influence which, through PTA's and similar groups, the parents exert on school policies.

j. Church and religious activities. Most of the visitors are surprised to discover the importance of religious activities in American life. Particularly new, and consequently a valuable experience, is the part the church plays in social action and in programs for community improvement.³³

³³Snyder and Beauchamp, op. cit., pp. 93-99.

thesC1942

Foreign naval officers at the United Sta

DUDLEY KNOX LIBRARY



3 2768 00421833 9

DUDLEY KNOX LIBRARY