

FOREIGN LANGUAGES AND AREA STUDIES:

OPTIONS FOR NORTH CAROLINA

**FOREIGN LANGUAGES AND AREA STUDIES:
OPTIONS FOR NORTH CAROLINA**

Report of a Conference on International Education

by

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PREFACE

“Foreign Languages and Area Studies: Options for North Carolina” was the subject of a conference held in Chapel Hill, North Carolina on March 27 and 28, 1980. Sponsored by North Carolina Central University, North Carolina State University, the University of North Carolina-Chapel Hill, and the University Council on International Programs (a 16-campus advisory committee to President William Friday), the conference was financed by a grant from the Z. Smith Reynolds Foundation, Inc. Professor Edward Azar of the Department of Political Science, University of North Carolina-Chapel Hill, served as Conference Director.

The conference was organized to bring teachers and administrators from schools, colleges, and universities together with officials from state government agencies in order to discuss mutual problems relating to international education. The conference was called not only to discuss problems pertaining to international education in North Carolina, but also to suggest possible solutions. One hundred thirty registrants listened to the formal addresses and participated in panels and workshops.

This document reports the findings of the conference.

CONFERENCE PROGRAM

Thursday, March 27

- 5:30 p.m. Registration
6:00 p.m. Reception
6:30 p.m. Dinner
8:00 p.m. **Plenary Session**
Chairperson: Earl L. Backman, University of N.C. at Charlotte
Keynote Speaker: Dr. Sven Groennings, Staff, United States Senate,
"International Education Legislation: Looking Ahead."

Friday, March 28

- 8:30 a.m. **Panel I: Foreign Languages in North Carolina**
Chairperson: Maria Salgado, Romance Languages Department, UNC-CH
Panelists: Douglas Dewey, Chapel Hill High School
Eugene Eves, North Carolina Central University
Madeline Levine, University of North Carolina (CH)
Sandra Thomas, Meredith College
Gerald Toussaint, Department of Public Instruction, Raleigh
- 10:00 a.m. Coffee Break
- 10:15 a.m. **Panel II: International Area Studies in N.C.**
Chairperson: Robert Tilman, Dean, Humanities & Social Sciences, NCSU
Panelists: Roger Paget, Consultant, President's Commission on Foreign
Languages and International Studies
"The Present and the Future of International Studies: A
National Perspective and the Current Washington Scene."
Reactions from a North Carolina Perspective:
Gerald Hartwig, Duke University
Susan Presti, North Carolina Center for
Public Policy Research
Hans H. Indorf, Director of Legislative Affairs,
Office of Senator Robert Morgan
- Rapporteur:** Lars Schoultz, University of North Carolina (CH)
- 12:30 p.m. Lunch
Speaker: Stanley Spangler
Executive Director, World Affairs
Council of Boston; Director, Curtis-Saval
International Center, Boston, Massachusetts.
- 1:45 p.m. **Panel III-A: Workshop on Foreign Languages in North Carolina**
Chairperson: Cathrine Maley, Romance Languages Department, (UNC-CH)
Panel III-B: Workshop on International Area Studies in North Carolina
Chairperson: Golam Chaudhury, North Carolina Central University
- 3:15 p.m. Coffee Break
- 3:30 p.m. **Summary and Evaluation Session**
Chairperson: Andrew Scott, Political Science Department, UNC-CH
Rapporteur: Susan Presti, N.C. Center for Public Policy Research
- 5:00 p.m. Adjourn

INTRODUCTION

At a time when recurring crises underscore the importance of international affairs and the need for expertise as well as for a public broadly informed in that area, an examination of international education in North Carolina reveals important deficiencies. The study of foreign languages and foreign areas is not generally perceived by either students or administrators as being an essential element of an education for living in the modern, interdependent world. As a result, it receives relatively little attention in the schools and colleges. It also receives relatively little funding.

This situation is not unique to North Carolina. It is true of the country as a whole. According to the President's Commission on Foreign Language and International Studies:

We are profoundly alarmed by what we have found: a serious deterioration in this country's language and research capacity, at a time when an increasingly hazardous international military, political, and economic environment is making unprecedented demands on America's resources, intellectual capacity, and public sensitivity.

After a year of study on the subject, the Commission identifies this problem as one that extends from elementary schools through "advanced" centers for training and research on foreign areas. Although one American in six owes his employment to foreign trade, although foreign companies invest over \$30 billion annually in American business, and although the number of Americans employed abroad increased 40% from 1960 to 1970, international education is still relegated to the periphery of educational concerns in the United States.

By placing international education on the back burner, the United States not only projects an image abroad of Americans as self-centered and parochial, it also weakens its capacity to perceive and pursue the nation's worldwide economic and geopolitical interests. "Nothing less is at issue than the nation's security," says the President's Commission. "At a time when the resurgent forces of nationalism and ethnic and linguistic consciousness so directly affect global realities, the United States requires far more reliable capacities to communicate with its allies, analyze the behavior of potential adversaries, and earn the trust and the sympathies of the uncommitted. Yet, there is a widening gap between these needs and the American competence to understand and deal successfully with other peoples in a world of flux."

In a world that is insistently interdependent, the tasks and needs of the educational system must be reconsidered and redefined. In such a world, simple common sense by itself may be inadequate; foreign policy decisions increasingly turn on the analysis of a number of variables. In the absence of a public that is interested, informed, and perceptive, it may not be possible for the United States to have a wise and stable foreign policy. If Americans are to be prepared to live in a highly interdependent world, international education must necessarily be given greater attention.

1/Federal Inconsistency

The federal government has been irresolute in its commitment to international education. Title VI of the National Defense Education Act of 1958 increased federal aid to international education programs, aid which had previously been limited primarily to the Fulbright program. In 1966, federal legislation was passed modifying and ostensibly strengthening the government's commitment to international education. The act was never funded.

Between 1960 and 1976, direct U.S. investment abroad increased 123% and direct foreign investment in this country increased 77%; imports of goods and services increased 246%, exports 202%; U.S. military and economic aid was up 91%. Meanwhile, the number of colleges and universities requiring foreign languages dropped 20% from 1967 to 1974 and there was a 17% decline in the number of persons involved in teacher exchanges from 1960 to 1978. The number of college students enrolled in modern foreign language courses dropped 53% from 1960 to 1977!¹

In signing the Helsinki Accords of 1975, the United States agreed to "encourage the study of foreign languages and civilizations as an important means of expanding communication among peoples for their better acquaintance with the culture of each country, as well as for the strengthening of international cooperation." However, little has been done by the federal government in support of that pledge. Aid to international education now constitutes only two-hundredths of one percent of the budget of the Office of Education. As the involvement of the United States in world affairs has risen in recent decades, it appears that official commitment to international education has declined.

2/The President's Commission

In order to consider how best to implement the Helsinki Accords, President Carter appointed a Commission on Foreign Language and International Studies in September of 1978. Composed of 25 distinguished educators and public figures, the Commission conducted six regional hearings from December of 1978 through May, 1979, one of which was held in Raleigh, North Carolina. The Commission's report, issued in November, 1979, made a number of recommendations pertaining to the nation's international education programs.

The Commission noted that these recommendations "cannot succeed unless it is understood that corrective action must be the concern of all levels of the educational system, from kindergarten through graduate training and research. They must be the concern of the private foundations, of business and labor, of the media, of the local communities, of professionals and volunteers alike. And of course, they are the concern of federal and state governments." The total immediate expenditure of new federal funds advocated by the Commission for the implementation of its recommendations was \$180 million. The Commission also urged that the commitment to international education be steadfast and not be allowed to fluctuate with the incidence of international crises.

¹Barbara S. Burn, *Expanding the International Dimension of Higher Education*, 1980, pp. xxxx - xxxxi.

3/U.S. International Communication Agency

The recently formed U.S. International Communication Agency (USICA) has been given functions formerly assigned to the United States Information Agency (USIA) and to the Bureau of Education and Cultural Affairs of the Department of State.

USICA has been given a further charge, a so-called "second mandate," that of informing Americans about other societies and cultures. This represents an important departure for, until recently, the need for an active federal role in the education of citizens about other cultures and foreign affairs was subordinated to a fear that any such effort would constitute propaganda on the part of the government. Now that fear, in turn, has been overcome by an awareness of the pivotal importance of an informed citizenry in the difficult time that may lie ahead.

USICA's domestic programs are not well funded at present but are nevertheless potentially important. As ICA develops programs in support of its mandate it will certainly have to work with, and through, state and local organizations.

4/The Stafford-Javits Bill

One consequence of the Report of the President's Commission has been the introduction to the U.S. Senate of the Stafford-Javits Bill (S. 2306). Dr. Sven Groennings, a principal draftsman of the bill and keynote speaker for the conference, noted that the bill was designed to consolidate federal support for international education and to integrate the international dimension more fully into the nation's educational system. S. 2306 would transfer Title VI of the National Defense Education Act to the Higher Education Act while continuing to underscore the national security rationale for federal international education programs.

The bill was also designed to reduce competition between the different levels of the educational system for scarce federal funds allocated to international education. Finally, the bill encourages cooperation between the educational and business communities by instituting a program of federal matching grants for joint education-business initiatives in the area of international education. (See appendix for a more extensive treatment of this proposed legislation.)

5/A Changing Climate of Opinion

The need for improved international education will be great during the 1980s. In response to the conditions that create that need, the climate of opinion in the United States is becoming more conducive to new educational initiatives. Events in Iran and Afghanistan, import-export problems, and a continuing energy crisis have heightened public and congressional interest in international affairs. The appointment of the President's Commission, the interest the Commission engendered, the response elicited by its Report, the introduction of the Stafford-Javits Bill (with twenty-six co-sponsors), and ICA's "second mandate" are all indicative of that increased concern. The growing belief that the American educational system must be given a greater international dimension comes at a time when, coincidentally, a new Department of Education has been created by Congress. At the national level, therefore, the time appears ripe for a new commitment to international education.

Factors are also at work improving the climate of opinion in North Carolina. The involvement of the state in international trade has increased greatly during the past 15 years. With over 2100 international businesses and with tobacco and textiles the linchpins of its economy, North Carolina is increasingly affected by international economic developments. The state needs a citizenry that can deal comfortably with international commerce and world affairs.

In Governor Hunt, the state has a leader with extensive overseas experience and a personal interest in international trade and international affairs. Important educational leaders, including Dr. A. Craig Phillips, State Superintendent of Public Instruction, and William Friday, President of the University of North Carolina, are also supportive of a broad-based effort to improve international education. Dr. Lloyd V. Hackley, Assistant Vice President for Academic Affairs, welcomed the conferees on behalf of President Friday by saying: "The subject of foreign affairs is becoming ever more important and it needs our continuing attention... I can assure you the General Administration of the University of North Carolina understands its (international education's) importance and understands that we must work together if we are to make significant progress."

There are indications that some of the businesses and foundations in North Carolina understand the need for improvement of international education in the state and would also be supportive of efforts toward that end. The Conference and this report, as well as the recent formation of a statewide voluntary organization, the North Carolina Council on International Education (NCCIE), are further indications of a powerful ferment brewing in North Carolina.

INTERNATIONAL EDUCATION IN NORTH CAROLINA

The future will belong to nations that are wise as well as strong. This consideration underlines the absolute necessity to develop and maintain a first-class apparatus to enable Americans to cope with the changing world. To accomplish this, our report is addressed to federal, state, and local governments along with the many great institutions in the private sector that share responsibility for the vitality of education and research.

— Report of the President's Commission on Foreign
Language and International Studies

The Conference on "Foreign Languages and Area Studies: Options for North Carolina" examined the condition of international education in North Carolina and looked at possible options in light of the recommendations in the Report of the President's Commission and in light of North Carolina's own increasing needs. Although North Carolina places in the top 15 states in the country in the magnitude of its international education programs, areas of weakness are nevertheless readily apparent.

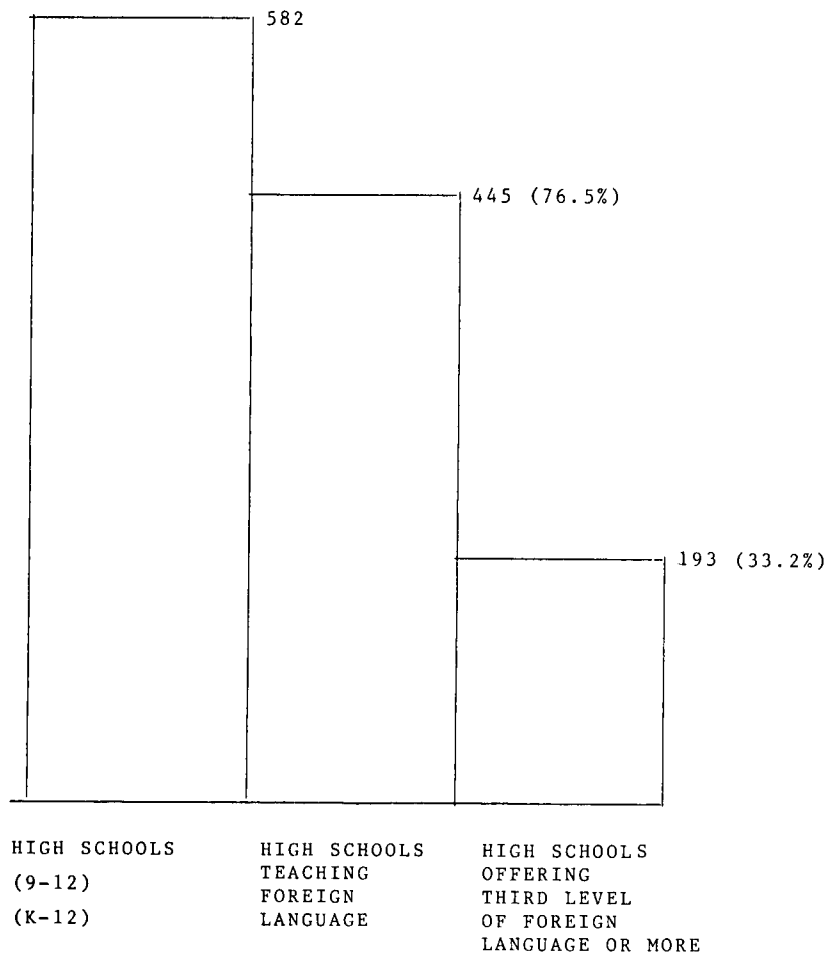
1/ Foreign Languages

A) Foreign Languages in North Carolina Schools

North Carolina's schools offer a limited selection of foreign languages — essentially Latin, German, Spanish, and French. Chinese, the language spoken by 25% of the world's population, is not taught. Russian is taught in only one public school system in the state.

Even if they should wish to, few students can study four years of a foreign language. Of the 582 high schools in the state, 76% (or 445) offer foreign languages but only 33% (or 193) offer a foreign language at the third level or beyond:

FOREIGN LANGUAGE TEACHING IN NORTH CAROLINA HIGH SCHOOLS -1979



Charts by James E. Woolford

Neurological studies indicate that the most favorable time for a child to start learning a language is before his tenth birthday. In this state not a single public elementary school has a foreign language program.

B) Enrollment

Enrollment was repeatedly cited during the Conference as a major problem for the foreign language community. The percentage of North Carolina high school students enrolled in foreign language courses has remained fairly constant at about 22% throughout the 1970s:

FOREIGN LANGUAGE STUDENT ENROLLMENT

	1970-1971	1971-72	1972-73	1973-74
FRENCH	44,426 (51.4)	43,586 (48.5) (- 1.9)	37,794 (46.2) (-13.3)	44,403 (43.0) (+17.5)
SPANISH	35,496 (41.1)	30,960 (34.4) (-12.8)	38,132 (46.6) (+23.2)	48,644 (47.1) (+27.6)
GERMAN	1,122 (1.3)	1,455 (1.6) (+29.7)	1,610 (2.0) (+10.7)	1,859 (1.8) (+15.5)
LATIN	5,304 (6.1)	4,874 (5.4) (- 8.1)	4,355 (5.3) (-10.6)	8,264 (8.0) (+89.8)
TOTAL	86,348 (99.9)*	89,875 (99.9) (+ 4.1)	81,891 (100.1) (- 8.9)	103,170 (99.9) (+26.0)

	1974-1975	1975-76	1976-77	1977-78	1978-79
FRENCH	39,734 (37.3) (-10.5)	35,375 (40.7) (-11.0)	33,408 (40.5) (- 5.5)	33,168 (41.0) (- 0.7)	32,595 (40.1) (- 1.7)
SPANISH	51,157 (48.0) (+ 5.2)	44,002 (50.7) (-14.0)	41,986 (51.0) (- 4.6)	41,582 (51.4) (- 1.0)	40,639 (50.0) (- 2.3)
GERMAN	5,613 (5.3) (+201.9)	2,351 (2.7) (-58.1)	2,452 (3.0) (+ 4.3)	2,285 (2.8) (- 6.8)	2,708 (3.3) (+18.5)
LATIN	9,857 (9.2) (+19.3)	3,916 (4.5) (-60.3)	4,156 (5.0) (+6.1)	3,326 (4.1) (-20.0)	4,724 (5.8) (+42.0)
OTHER	155 (0.1)	1,183 (1.4) (+663.2)	323 (0.4) (-72.7)	498 (0.6) (+54.2)	611 (0.8) (+22.7)
TOTAL	106,516 (99.9) (+ 3.2)	86,827 (100) (-18.5)	82,325 (99.9) (- 5.2)	80,859 (99.9) (-1.8)	81,277 (100) (+ 0.5)

NATIONAL TREND: Enrollment Decline -- 30% DROP 1968-1974
Still dropping

NORTH CAROLINA: Relative Maintenance of Enrollment:
except 1973-1975.

KEY TO TABLE: NUMBER OF STUDENTS ENROLLED (PERCENTAGE OF TOTAL)
(% YEAR-TO-YEAR CHANGE IN ENROLLMENT)

* total percent not equal to 100 due to rounding error

Chart #2 shows a precipitous increase in enrollment for the years 1973-1975, followed by a decline to the fairly constant enrollment figure of about 82,000. From 1973-1975, the State Department of Public Instruction (DPI), working in conjunction with the schools and universities in North Carolina, undertook a concerted effort to promote foreign languages. Language fairs, festivals, and contests were sponsored across the state, with the resulting enrollment increases documented in the chart. Due to budgetary constraints after 1975, the effort faltered.

Nonetheless, North Carolina's figure of 22% enrollment in foreign languages is above the national average. The problem in this state is not so much getting the student to enroll initially in the class as it is maintaining enrollment over the course of several years of language study. Over the past four years, there has been a 35-50% decline in student enrollment from the first year of a foreign language to the second, a 65-80% drop from the second to the third year, and a 65-90% drop from the third to the fourth year.

C) Why the Decline in Enrollment?

How is the rapid attrition in enrollment to be explained? Part of the explanation is to be found in a common student belief that the subject has no relevance for them. Foreign language skills are not seen as the keys to successful careers. Students are often unaware of possible government employment opportunities available to foreign language specialists and are also unaware of the potential future needs of the business community for Americans fluent in other languages. Little has been done in the high schools to make these career possibilities better known.

Another factor that helps explain the rapid attrition in foreign language enrollment is the weak background in English that many students bring to their courses. This increases the difficulty of mastering a foreign language. Interestingly, the study of another language may improve English proficiency, and students seem to recognize this. In recent years, for example, there has been a resurgence in Latin enrollment. Students explain this by saying they are trying to improve their performance on the verbal section of the Scholastic Aptitude Tests; they have become aware of the utility of familiarity with Latin stems and roots in this regard.

Foreign language instruction is an additional factor contributing to the decline in enrollment. In the annual surveys of foreign language students conducted by DPI, over 95% of the students consistently indicate that the desire to learn to communicate in the language was their primary reason for enrolling in the course. Over 88% indicate their secondary reason to be a desire to learn about the people whose language is being studied. Curriculum guides developed by foreign language teachers in North Carolina explicitly note these motivational realities, yet many foreign language courses are still being taught predominantly by a grammar-translation approach.

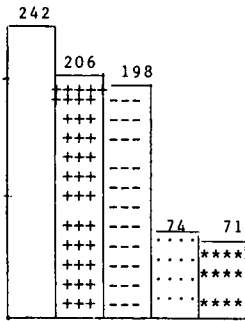
This is true at both the high school and the college levels, and is understandable. Teachers tend to rely heavily on textbooks in their classroom work and textbooks almost uniformly emphasize grammar and translation rather than conversation. The situation tends to perpetuate itself: teachers are more comfortable dealing with familiar than unfamiliar materials and, since most of them were educated in accordance with the grammar-translation approach, it is the approach they prefer to use. The result is that language teachers are often strongest in what students want least (grammar), and are weakest in what students want most (conversation).

Despite increasingly favorable student-teacher ratios (Chart #3), the foreign language classroom situation is not conducive to maintaining enrollment. As one of the panelists noted, "Grammar ain't everything!"

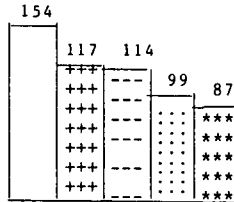
NUMBER OF STUDENTS PER LANGUAGE TEACHER 1974-1979

KEY

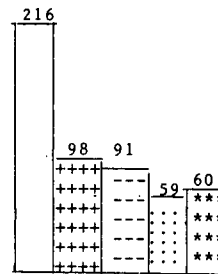
[Solid Bar]	1974-75
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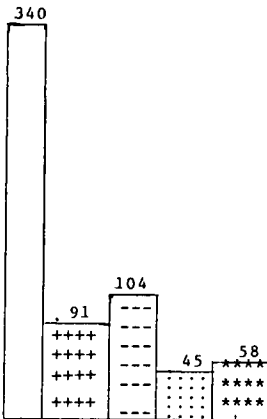
FRENCH



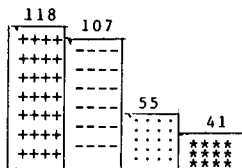
SPANISH



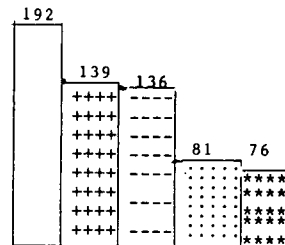
GERMAN



LATIN



OTHER



TOTAL

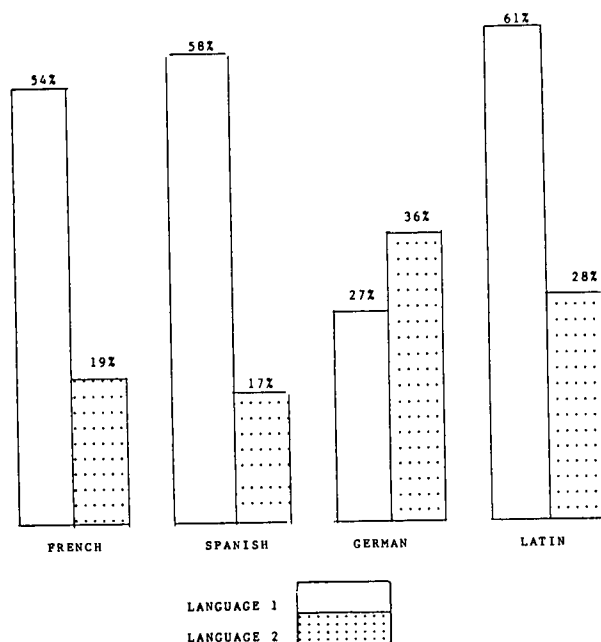
Foreign language testing also appears to be an effective way to thwart student enthusiasm. Tests are often poorly constructed, increasing the likelihood of poor performance and of student exasperation with the subject.

Although this discussion has dealt primarily with the concerns of high schools, enrollment in foreign languages is also a problem at the college level. Here, the problem is more one of initial enrollment than of attrition. Between 1960 and 1977, enrollment in modern foreign languages declined 53% nationally. At the University of North Carolina-Chapel Hill, where students are required to take either a mathematics or a foreign language sequence to graduate, only about 25% choose the language option.

D) Low Retention of Knowledge

The retention of foreign language knowledge from high school to college is low. At the University of North Carolina-Chapel Hill in 1979, almost 75% of the 3000 students taking foreign language placement examinations were unable to validate two years of high school foreign language study and had to begin language study anew.*

1979 COLLEGE PLACEMENT OF HIGH SCHOOL STUDENTS--
MINIMUM OF TWO YEARS LANGUAGE STUDY



Why this low rate of validation? The reasons are complex, but inadequacy of high school instruction certainly plays a role. Because of low salaries, it is difficult to attract, and keep, effective language teachers. Teachers are also troubled by the relative lack of funds for the purchase of supplementary classroom materials. One high school teacher at the conference indicated that he had about

* Two years of high school foreign language study are required for admission to UNC-CH. Upon enrollment, each student must validate this on a standardized test. "Validation" consists of placing into at least the third semester of college language study (Language 3).

\$150 a year to spend on materials; he thought this amount was fairly typical. As a consequence, the foreign language classroom is less interesting than it might be and students respond by dropping the subject.

An additional element contributing to the low rate of validation is the timing of foreign language study. As high schools increasingly emphasize mathematics and science skills, students are advised to get their foreign languages "out of the way." Students often take language courses as early as possible and may never encounter a foreign language after the tenth grade. Two years may thus elapse before they are asked to validate such study in college, a gap that allows all but the most rudimentary knowledge to seep away.

2/ Area Studies

Education for an interdependent world must of necessity embrace an international perspective. Matters such as trade, inflation, communications, energy, mineral resources, the environment, terrorism, and the problems of the Middle East cannot be studied from the perspective of a single nation, not even one as large and powerful as the United States. Other areas must also be studied. But the current situation in the schools will not be changed until the educational community and the public become convinced that education should be infused with a broader, international perspective.

The subject matter of area studies encompasses aspects of geography, history, social studies, and other disciplines. As a consequence, it is difficult to amass accurate data on the subject. Courses on area studies go by different names in different schools. Points of weakness are, however, readily identifiable.

To a considerable extent, deficiencies in area studies parallel those of foreign languages. There is inadequate funding, concern with student enrollment, a difficulty in addressing topics most likely to be of interest to students, and a question about the adequacy of teaching. Rather than repeat what has already been said in regard to foreign languages, this Report will note some of the special problems endemic to area studies in North Carolina.

Despite the increasing involvement of North Carolina in international affairs and the increased prominence of international concerns for the nation as a whole, there remains a hesitation on the part of students to enroll in available area studies courses. Part of the explanation for this may lie in the fact that the educational system, from the earliest grades, tends to be based upon a parochial world view. The area studies that exist in North Carolina schools are heavily oriented toward Western nations and cultures. A truly international perspective is missing. A recent mandate of the General Assembly is an encouraging step toward rectifying this situation. The mandate requires African and Asian studies in the high schools; this broadens the scope of areas available for study by North Carolinians.

During the 1960s and early 1970s North Carolina's institutions of higher learning were fortunate in having access to the funds needed to develop a number of area studies centers. Because of funding cutbacks, some of those centers grew defunct and others presently operate at a low level of vitality. Area studies should be expanded at the college level and should be made more globally representative. In recent months both Duke University and North Carolina State University have been able to move in the direction of establishing centers for Japanese studies — a very encouraging development.

PERSISTENT CLEAVAGES

As the Conference progressed, participants noted that the discussion frequently revolved around one or another of three types of cleavage:

- that between foreign language teachers and their area studies counterparts;
- that between colleges and universities, on the one hand, and elementary and secondary schools on the other;
- and finally, that between the educational and the business communities.

Many of the remedies proposed to the problems of international education hinged on discovering ways to bridge these gaps.

1/ Foreign Languages v. Area Studies

To a surprising extent, foreign languages and area studies represent separate worlds. The overall objectives of the two are the same - the international education of young people - but methods, training, and characteristic preoccupations are different. In these circumstances it is easy for the two groups to distance themselves from one another and to drift into a competitive relationship.

Competition between foreign languages and area studies is counterproductive. Neither group will be as educationally effective when competing as when cooperating. Furthermore, while competing with each other, neither group is likely to have its needs addressed. This holds both at the state and national levels. Dr. Sven Groennings, in his keynote address to the Conference, warned that "On Capitol Hill we have learned that when constituents are divided, you ignore them."

2/ Higher Education v. the Schools

In North Carolina the school system and the universities represent distinct educational entities administered by separate bureaucracies. In such circumstances, competition between the two is almost inevitable in the absence of a strong and continuing determination to overcome that tendency. Indeed, for years, competition for federal funds was virtually mandated by law. Under the National Defense Education Act, Section 603, the first \$15 million appropriated for intercultural programs was granted to higher education. Once that threshold was passed, "...you've got open warfare across all levels of education for every additional dollar," Dr. Groennings explained. "We could find no other place in all of federal education legislation where levels of education are pitted against one another the way they have been in the international area." If the Stafford-Javits Bill becomes law, Section 603 will be placed under the Elementary and Secondary Education Act, eliminating this mandated conflict.

Even if the Stafford-Javits Bill becomes public law, the educational community will still have to exert an effort to surmount past conflicts. More can be done for international education in North Carolina if the schools and the universities set aside their differences and work together toward advancing their common goals.

3/The Educational Community and the Business Community

The educational and business communities in this state have traditionally acted as completely separate entities. Yet, in an era in which international business is expanding at an astonishing rate, each group has much to gain through interaction. Each has something to contribute to the other. Businessmen can avail themselves of the language and area expertise of educators, while the latter can draw on business experience and financial resources to develop new programs. At present, however, despite shared interests the two do not know how to join forces, how to build bridges. They continue to exist in almost wholly separate worlds.

Part B of the Stafford-Javits Bill (the "crux" of the legislation, according to Senator Javits) would institute a program whereby federal matching funds will be granted - up to a maximum sum of \$7.5 million - to programs established and partially funded as joint business-education ventures. It is hoped that such incentives will increase education-business interaction and cooperation. Much remains to be accomplished however, both in the nation and in North Carolina.

OPTIONS FOR NORTH CAROLINA

The Conference's workshops considered possible remedies to the problems of international education. The major themes of the workshop sessions are reported below.

1/Travel abroad — Teachers

Participants in the Conference appeared to feel that travel abroad was the single most effective way of encouraging greater interest in international education on the part of both teachers and students.

For language teachers, it would provide an opportunity to improve their language skills and learn more about the society's culture. Refresher experiences of this kind would improve the confidence and competence of the teacher. The freshness that a teacher would bring to the classroom after travel abroad would be of benefit to students and to other faculty members as well.

There would be similar advantages for area studies teachers. Travel provides them with an opportunity to observe first-hand some of the conditions discussed in the classroom. The benefits of foreign travel appear to have a multiplier effect: those who travel abroad instill in others a desire to travel.

The greatest constraint on such travel for teachers appears to be cost. In order to defray the costs to teachers of travel abroad, alternate funding sources must be cultivated. Such funds could be channelled into a program to "reward" teachers for excellence in international instruction. Individuals who are good teachers and who show promise of growth might be awarded summer fellowships for study abroad. Receipt of such a fellowship would be a mark of recognition and would benefit both the individual and the school system. If ten such fellowships were available each year, the program would have an appreciable effect within a short period of time. The annual cost of such a program would not be great, and contributions to it might come from business concerns, foundations, civic organizations, and from DPI.

Another way to increase the foreign exposure of teachers is through one-to-one faculty exchanges. This appears to be most feasible at the college level and individual institutions should be encouraged to do more in pursuing this option. Exchanges allow faculty members to have a foreign experience and also enable North Carolina students to work with foreign scholars - the benefits once again are multiplied.

For teachers with skills in areas of interest to business (languages, marketing, research, etc.) it might be possible to arrange leaves-of-absence during which they could have internship or employment experience with foreign firms or with foreign offices of U.S. multinational corporations. A joint arrangement of this kind would help to bridge the gap between the educational and business communities and might also dovetail with Part B of the Stafford-Javits Bill.

2/Travel Abroad — Students

As noted earlier in this Report, students taking language courses primarily do so because they want to gain communicative skills in a foreign language. Foreign travel, and the opportunity it provides to use the language one is studying in practical situations, has a powerful reinforcing effect and encourages students to continue language study. The same holds true for area studies. Students commonly find travel abroad invigorating and return to international studies with renewed interest and insight.

Conference participants noted that the most valuable form of foreign experience for students generally comes from home-living or from working arrangements. Established programs like the Experiment in International Living and Crossroads to Africa programs were pointed to as excellent resources in this regard. High school-to-high school exchanges also offer valuable overseas opportunities for students.

For some students and their families the cost of travel abroad is not a severe constraint. Such students need only opportunities, information, and encouragement. For other students, North Carolina ought to explore the possibility of initiating its own travel programs, seeking funding for them from the private sector. The return on such an investment would be high for the participating students, for the contributing parties, and for the state itself.

3/Summer Study Opportunities

A) Teachers

Teachers need opportunities to utilize and refine their skills. It has already been noted that often a foreign language teacher does not feel completely comfortable in the language or know enough about the culture of the people whose language is being taught. Often, too, social studies teachers do not know enough of the areas of the world about which they teach.

A program of total immersion, at a retreat in North Carolina, would be most useful to them. Might not the state organize summer workshops so that teachers might have an intensive experience in the language and culture of another society? For teachers, the experience would be stimulating and useful and would constitute one of the rewards that might encourage talented teachers to remain in the profession.

B) Students

Next to travelling abroad, the best way for students to use their skills is also by thorough immersion in a specially prepared environment. There are summer camps for music, journalism, and soccer; why not for foreign languages and area studies? Several such camps could be organized, each simulating a particular culture. Or, one such camp could be established and could change its cultural focus each year. Students could have an experience similar to living abroad without leaving North Carolina.

Consideration might also be given to the establishment of a Governor's School for International Studies. Such a school would offer interested and talented students an opportunity to develop their skills in a favorable environment. Sponsorship of such a school would be a fitting act for a governor deeply interested in international affairs.

4/Foreign Visitors

American travel abroad must be encouraged and so too should foreign travel in North Carolina and foreign attendance in North Carolina schools. During their stay, visitors can be a valuable resource. Upon their return home, they can advance the image of North Carolina abroad. The United States International Communication Agency operates a foreign visitor program. If North Carolina organizations were interested in receiving more foreign visitors and were able to arrange programs for them, the flow of interesting visitors could certainly be increased.

At present, many communities make little use of the human resources available for international education. There are often foreign businessmen and retired foreign service officers in the community as well as faculty members with extensive international experience at nearby universities. Teachers can do more to draw such individuals into the classroom. Their presence will help acquaint students with other cultures and will also illustrate to students different international career opportunities.

The North Carolina China Council, the Society for International Development (SID), and a number of other organizations can be turned to for help in identifying individuals with specialized international training and skills. The North Carolina Council on International Education is planning to undertake a statewide inventory of organizations, programs, and individuals involved in international education. Teachers should utilize these resources.

5/Encouragement of International Education

In the early 1970s, DPI worked in conjunction with the schools and universities in promoting foreign language study. As a result, there was a remarkable jump in attendance. A similar working alliance might be forged for the 1980s.

Such an alliance could lead to the initiation of foreign language and area studies programs in the elementary grades and could extend those sequences through four years of high school. All levels might be able to cooperate in the development of a richer selection of curricular materials. At the colleges, students in the departments of education (the teachers of tomorrow) might be exposed to perspectives of a broader, more global nature.

The Conference discussed a more formal step: reinstatement of the requirement for a two-year language sequence to graduate from any high school. Attention was also given to the need for exploring the range of possibilities that new technologies hold for international education. For example, may it soon become possible, via satellite link-up, for students in a North Carolina classroom to converse in Spanish with students in Mexico or Argentina? Officials of the North Carolina Public Telecommunications Agency are apparently intrigued by the idea of exploring such options. If such linkages could be provided economically, they could greatly enrich classroom and summer immersion experiences for both teachers and students.

6/Funding

There was general agreement at the Conference that, for some time, there is not likely to be substantial federal funding for any programs in international education that North Carolinians might wish to inaugurate. Funding for modest projects might nevertheless be available from the Department of Education, the Departments of Defense, Commerce, and Agriculture, USICA, and the Agency for International Development (AID). The federal funding situation should be closely monitored so that the state will be abreast of all possibilities. In the meantime, North Carolinians should initiate needed organizations and programs. These efforts will be obvious candidates for federal support when funds become available.

Meanwhile, if North Carolina is to improve international education, it will have to concentrate on making better use of existing funds and on seeking new sources of support within the state. Interested individuals must therefore direct their attention more persistently toward the business community, toward foundations, and toward the General Assembly.

The need to fashion cooperative programs with the business community was one of the recurrent themes of the Conference. In some instances, businesses might make payments in return for services rendered. In other cases, they might simply make tax-deductible contributions to international education programs. Such corporate contributions would be a form of participation in the life of the state and would help meet long-term business needs for trained and informed personnel.

SUMMARY AND CONCLUSIONS

This Conference, like most others, raised more questions than it answered. Nevertheless, it represented an effort on the part of individuals with different backgrounds and with a variety of institutional attachments to consider problems and options relating to international education in North Carolina. It may have contributed to establishing North Carolina's international education agenda for the years immediately ahead and, for that reason, its major themes bear repeating.

1. The United States, and North Carolina, are becoming increasingly involved in international affairs. In this state, therefore, there is need for a more active and imaginative program in international education. Individuals must be made aware that international concerns are highly relevant to their lives.
2. Education must be "internationalized." Elementary and secondary education must be, to a greater extent than at present, infused with an international dimension. The same is true for the colleges and universities. Collegiate schools of education and of business administration are prime candidates for such an infusion. In addition, the programs of civic organizations could be given a greater international dimension.
3. A number of program options were identified: travel abroad and exchange programs, internships with corporate offices overseas, intensive language and area studies workshops for teachers and for students during summers, organization of a Governor's School for International Studies, etc.
4. Funding for such programs will have to be sought primarily within North Carolina. For the next few years, at least, the federal government is not likely to be a major source of funding.
5. A recurrent Conference theme was the need for cooperation among the organizations concerned with international education (state agencies, educational institutions, corporations, civic organizations, etc.). While they remain divided, little will be realized; if they pull together, much can be accomplished. In particular, efforts should be made to bridge the gaps between language studies and area studies, the schools and the colleges, the business community and the educational community.
6. Finally, there was a general recognition of the need for improved communication and coordination among groups interested in international education. The constituency interested in international education is a substantial and growing one but, at present, it is unorganized. It lacks a means for communication and for exchange of information. As a consequence, one group rarely knows what another is doing. Because of this lack of organization, the international education community has been ineffective in making its interests known. Silent constituencies do not receive much attention.

There was recognition of the need for an organization that could serve as a catalyst, that could propose programs, facilitate cooperation, monitor federal funding opportunities, seek in-state sources of funding, administer small-scale programs, and work with legislators and administrators in Raleigh in pursuit of international education interests. Hope was expressed that the nascent North Carolina Council on International Education might be able to fulfill some of these functions.

APPENDIX

The Stafford-Javits Bill

The Stafford-Javits bill (S. 2306), introduced on February 20, 1980 with over twenty co-sponsors, is designed to amend the Higher Education Act of 1965 to include international education programs. The bill seeks to bolster international education by transferring program funding from Title VI of the National Defense Act of 1958 to the Higher Education Act. According to Senator Stafford's introductory remarks in the Congressional Record, "the bill is based on three fundamental premises:

"First, we face increasingly difficult times in our foreign relations and increasingly complex relationships with other countries;

"Second, education plays a centrally important part in preparing this country for a world of change;

"Third, it is in the national interest to promote both our analytic and linguistic capabilities for international affairs and our citizens' understanding of our relationships to other countries and peoples...

"By removing international education from the peripheral context of NDEA and instead 'mainstreaming' it into the Higher Education Act, we make it a part of the main fabric of our higher education legislation and encourage linkages across other parts of that act... (O)ur purposes are to reinvigorate the international dimension of American higher education; to strengthen those linkages of elementary and secondary education to higher education which can help prepare American citizens for changes in the world which will affect this country; to improve the Nation's long-term capabilities; and to encourage linkages between business and higher education which can be helpful in preparing the United States to meet its pressing and growing need to export."

In addition to moving international education programs to the Higher Education Act*, S. 2306 would institute a new program "to encourage the use of the vast resources and talents of our postsecondary education sector to improve our Nation's international economic performance, particularly in the area of trade promotion and expansion, by forging linkages between the business community and higher education," said Senator Javits in his introductory remarks. "(It will help achieve) a critical national goal, to wit: The substantial improvement of our economic performance." Part B of S. 2306 institutes a "program of Federal assistance to postsecondary institutions which have entered into agreements with business enterprises, trade organizations, or consortia of such organizations, to establish or expand curricula to serve international needs of the American business community." Part B is to have a maximum federal outlay of \$7.5 million, and no federal funds are to be expended unless there is a non-federal dollar-for-dollar match.

* Elementary and secondary programs are housed under NDEA Section 603, which operates under a trigger mechanism. The first \$15 million appropriated under this section (which funded programs designed to enhance intercultural understanding) goes to higher education. Every dollar thereafter can be channeled into either higher or elementary and secondary education. Warfare between different levels of education for these monies often resulted. To eliminate the conflict inherent in this situation, S. 2306 would move Section 603 to the Elementary and Secondary Education Act.

Senator Javits concluded that “while we do not perceive this legislation as a single easy answer to our dismal performance in the economic system, we believe that we can infuse a greater international perspective into our institutions of higher education and simultaneously encourage business to utilize an under-used resource in the effort to redress our economic ills. Indeed, we perceive this as a critical first step in bringing our colleges and universities, those great reservoirs of intellect (sic) and vitality, and our business community closer together to achieve an absolutely necessary goal, to wit — the stability of our international economic and hence, political system.”

