

THIRD NATIONAL CONFERENCE ON EXCHANGE OF PERSONS

MAYFLOWER HOTEL, WASHINGTON, D.C., JAN. 28-31, 1959

SPONSORED BY the Institute of International Education in cooperation with 130 Participating and Observer Organizations

CONFERENCE SECRETARIAT: 1 East 67th Street, New York 21, N. Y., LEhigh 5-3400. Cable Address: INTERED

January 28, 1959 - Leader Programs
Wednesday, 10 a.m. - 12 noon

January 30, 1959 - Student Programs
Friday, 9:30 a.m. - 11:30 a.m.

Community Hospitality Workshops

Background Statement: "While the United Nations is painstakingly working to establish world order, there is also a job for every community, for every organization, and for every individual. Exchange-of-persons programs are bringing thousands of people to the United States this year....These people are of all ages, from all walks of life, and from nearly every country of the world. They are coming to learn about us, as well as to train in their field of work. They are leaders, and potential leaders in their own nations. The communities they visit will influence the ideas they take home with them."*

The major interest of the foreign student in the United States is educational, but an important auxiliary is his interest in becoming better acquainted with Americans and increasing his understanding of American customs. Recent years have brought a marked change in the reception of the foreign student by the American community. It is the rare student who now returns to his homeland without having experienced the hospitality of an American family.

This same opportunity for home hospitality has been extended to an increasing number of leaders, opinion molders, and technicians from abroad who come on visits to the United States. This increase in community hospitality has reduced the traditional isolationism characteristic of some parts of the United States. Although it has given local participants satisfaction and rewards, it has also created new problems and tasks.

Certain trends are already discernible as the hospitality develops. For example, in the larger urban areas, hospitality for both foreign students and leader-specialists has moved from that of being a major goal to becoming an adjunct to an educational program. In large cities such as Washington, New York, Chicago, and San Francisco, the educational resources are so great that the visiting leader-specialists and students prefer to avail themselves of those educational resources rather than accept extended home hospitality. This raises a number of questions: Does it place upon smaller communities the major burden for home hospitality? Is it important for a visiting foreign guest or student to experience home hospitality in large urban centers as well as in smaller communities in order to get a representative view of American life?

* Edward R. Murrow, Forward to "The World at your Door," IIE Handbook for Communities, Groups, and Individuals, November, 1952

As the hospitality program grows, communities have expressed an increasing interest in receiving reports on the results of their programs as reported to the national sponsor by the visitor. These reports are usually not now made to the community agency. It has been suggested that the workshops should consider whether such reports to the communities are sufficiently important to become standard procedure.

Although some of the problems are common to the hospitality program for both leader-specialists and students, many of them have only specific application. Therefore the Hospitality Workshops of the Conference are divided into two sections, one on Leaders and Specialists and the other on Hospitality for Students.

Community Hospitality--Leader Programs

- I. Hospitality for the international Leader and Specialist in the local communities.
 - A. What is the actual purpose of hospitality from the standpoint of both the visitor and the community?
 - B. What does the national programming agency expect from the local community in arranging hospitality?
 1. Type of hospitality.
 2. What kind of hospitality does the visitor report was most successful? Do the programming agencies report this to the communities?
 - C. What does the local community provide in home hospitality, and how does the community arrange it?
 1. What are the different needs of visitors? In large communities? In small communities?
 2. Should publicity be given the hospitality program? What type?
 3. How does it find homes for hospitality?
 4. How does it evaluate homes? By reports? Personal interviews?
 5. How long does the guest stay at one home?
 6. How is duplication of hospitality given in previous communities avoided?
 7. How does the hospitality group avoid calling on the same people for hospitality? In other words, how does the group "spread the base"?
 8. How much time is needed to arrange hospitality for a visitor?
 9. Is hospitality that is arranged sight-unseen worthwhile; e.g., if the hospitality committee does not have a chance to meet the visitor before arranging hospitality?
 10. How does the hospitality committee handle the visitor who is casual about keeping (and breaking) engagements for home hospitality?
 11. What preparation with materials, or orientation groups is given people who extend hospitality to the visitor?

Community Hospitality--Student Programs

II. Hospitality for foreign students

What is the actual purpose of hospitality from the standpoint of both the visitor and the community?

- A. The concept of hospitality in different cultures varies greatly. What is done to orient the foreign student to our concept of hospitality?
- B. What does the student want in hospitality from the community?
 - 1. Should a community hospitality program be campus or town oriented; should it be tied to a religious or civic organization; should foreign students serve in an advisory capacity?
 - 2. Does the student want to have the school help integrate him into the community?
 - 3. Does the student want to be "on his own"?
 - 4. How often does he want hospitality?
 - 5. What is done for the wives of the students?
 - 6. Does he want holiday programs?
 - 7. Should foreign students be given an opportunity to reciprocate hospitality?
 - 8. Is there an unmet need in the area of foreign interns and residents?
- C. What does the school do to provide home or institutional hospitality for the foreign student?
 - 1. Different needs of graduates and under-graduates.
 - 2. Role of the foreign student adviser.
 - 3. Role of the faculty. An increased number of university personnel has served abroad. Are these people being contacted and used as sources of hospitality?
 - 4. Role of student organizations.
- D. What does the community do?
 - 1. Meet on arrival?
 - 2. Provide clothing?
 - 3. What is the relationship between hospitality programs of the school and the hospitality committee?
 - 4. Should the community give more than hospitality; i.e., an interpretation of America; an exchange of ideas and information; an opportunity to improve one's language?

5. Group hospitality.

6. Individual hospitality.

- E. How does the hospitality group find homes?
- F. Are the host and guest matched, or is placement routine?
- G. What assistance is given host family before receiving guests?
- H. What information about the family is given to the student?
- I. After hospitality is extended, is there a follow-up with (a) the host family? (b) With the student?