



**CHANGE THROUGH INTERCHANGE**

Developing our human and  
natural resources through  
Inter-American exchange

# **CHANGE THROUGH INTERCHANGE**

Developing our Human and Natural Resources

Through Inter-American Exchange

The report of the Conference

sponsored by the

Institute of International Education

and the

Pan American Union

in cooperation with the

Department of State of the Commonwealth of Puerto Rico

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**TABLE OF CONTENTS**

Foreword . . . . . i

Introduction . . . . . 1

The Challenge of Inter-American Exchange . . . . . 5

Strengthening Inter-American Exchange . . . . . 10

The Practical Problems of Exchange . . . . . 20

The Conference in Summary . . . . . 23

Program of the Conference . . . . . 27

## FOREWORD

The movement of men and women across geographic boundaries to seek knowledge is ages old. This face-to-face communication between peoples of all nations accounts for much of the educational, cultural, technical, commercial, social and political progress of the world. When such exchanges are well-planned and effectively carried through, the standard of living of mankind everywhere is lifted and a solid foundation is laid for understanding which is a prerequisite to peace.

Exchange of persons is particularly significant in the two Americas in the mid-20th century. Technology has virtually eliminated geographic barriers, but at the same time new and higher political and economic barriers have risen. The traditional "Good Neighbors" of North and Latin America must in these divisive days find means to build closer and stronger ties among all the Republics of the Americas.

The Conference on Change Through Interchange was one successful step. It was in many ways different from other inter-American conferences. First, the Conference was not an emergency session convened to consider unpleasant demonstrations that have recently marred the usual close relations among the peoples of the Americas. It was rather the result of long planning and inter-American consultations. Second, the meeting was not financed by the U.S. government, but rather by private foundations, corporations and the Commonwealth of Puerto Rico. Third, the participants in the meeting from twenty countries showed how private citizens and organizations work with governments and inter-governmental organizations in building meaningful exchange programs. Educators, businessmen, labor representatives, civic leaders met at San Juan with ministers and ambassadors to develop better relations among the nations of the Hemisphere. Fourth, this was a working conference with a minimum of formal speeches and a maximum of informal and informed discussion. Fifth, Puerto Rico, the Conference site, was an ideal demonstration of how different cultures can build a mutually richer life.

The highlights of the Conference are reported in English and Spanish editions of this booklet. It is brief, because we hope it will be read not only by those who were privileged to be at San Juan but also by many citizens in North and Latin America who are interested in better understanding among the American Republics. The full text of the speeches and symposium reports are, of course, available through the Institute of International Education.

No conference, in and of itself, solves any difficult problem. The Conference on Change Through Interchange is no exception. "Change" will come only as the organizations which sponsored the Conference, the individuals who participated in the Conference and the readers of this Conference report find constructive and practical ways to develop better interchange of men, women and ideas between the countries of North and Latin America. At Puerto Rico many challenging and promising recommendations were made. Their full achievement will require courage, imagination, money, and hard work on the part of many men and women.

To the accomplishment of these objectives we pledge ourselves. We solicit the cooperation of like-minded men and women throughout the Hemisphere.

KENNETH HOLLAND  
President, Institute of International Education

JOSÉ A. MORA  
Secretary General, Organization of  
American States

ARTURO MORALES CARRIÓN,  
Under Secretary of State,  
Commonwealth of Puerto Rico

## INTRODUCTION

More than three hundred men and women, from twenty countries, met in San Juan, Puerto Rico, October 14 to 18, 1958, to discuss the broad subject of inter-American cooperation and solidarity as reflected specifically in programs for Exchange of Persons. The keynote of the Conference was expressed as "Change Through Interchange—Developing Our Human and Natural Resources Through Inter-American Exchange."

The San Juan Conference on Inter-American Exchange of Persons was a logical step in the evolution in the Hemisphere of the exchange process, which had begun early in the nineteenth century, when Fernando Bolívar, Simón Bolívar's nephew and adopted son, studied at the University of Virginia. During the twentieth century, the rapidly-mounting number of exchange fellowships granted by governments and a number of public and private organizations reflected on the one hand the Western Hemisphere's imperative and growing need for international understanding and cooperation, and on the other the urgent demands made on and for trained personnel by the modern world's explosive changes—political, technological, scientific, social, cultural and economic.

Specifically, the San Juan Conference grew out of the Second National Conference on Exchange of Persons, held in Chicago in 1956 under the sponsorship of the Institute of International Education in cooperation with 117 public and private organizations. There, a group of educators, business, civic and governmental representatives from Latin and North American countries recommended that the Institute of International Education and the Pan American Union call a meeting "to review what is being done and what further steps should be taken to coordinate the separate efforts being made to meet economic, social, and cultural needs through the inter-American exchange of persons." The general purpose of the Puerto Rican Conference was defined by that recommendation; the objectives of the meeting were further specified by Kenneth Holland—"to decide upon the major problems of the Republics of this Hemisphere and then to determine the ways in which exchange of persons can most expeditiously help train the personnel required to solve those problems."

### **The Present Status of Exchange**

A working paper prepared for the Conference surveyed the nature of current programs, as well as the widespread, variegated and rapidly

spreading interest being shown today in the exchange of persons in the Hemisphere. A partial analysis of these data is included here.

During 1956-57, according to statistics of the Institute of International Education, 2,623 United States students attended Latin American universities, 2,503 of them in Mexico. The U.S. faculty members on assignment in Latin America during the year 1957-58 numbered 176. In comparison, during the same year 10,920 Latin Americans were studying, training or teaching in the United States. Of these, 9,212 were students; 1,512 were physicians; and 96 were faculty members assigned to U.S. universities.

Though the funds for these exchangees came from many sources, with many students paying their own way, the Institute of International Education acted in one way or another as a clearing house or coordinating agency for many of the organizations and institutions that gave grants for exchange. Principal sources of grants were the Organization of American States, the United Nations, the U.S. government through its various agencies, U.S. institutions of higher education, foundations and a considerable number of U.S. industrial corporations.

In addition, the report lists 12 U.S. organizations that sponsor opportunities for U.S. citizens in Latin American countries, ranging from formal study through research, summer travel, work camps and the like.

Fifteen Latin American countries are reported as offering scholarships for study within their borders. Thirty-seven U.S. organizations or corporations are listed as sponsoring programs in the United States, open to nationals of all or most Latin American countries, while no fewer than 107 such programs are open to nationals of specific countries.

Thirty-six specific contract agreements are mentioned between colleges and universities in the United States and corresponding institutions in Latin America.

### **Participants in the Puerto Rico Conference**

The heterogeneous nature of the participants again indicates the range of interest, as well as the multiplicity of viewpoints from which the Conference assignment was tackled. Of the 307 registered delegates, 187 were North Americans, including one from Canada. Of these, 34 were living in Latin America. Seventy-seven persons represented fifteen Latin American republics; three came from the West Indies; 40 were Puerto Ricans.

Seventy-five participants represented governments, 54 of them North Americans, 15 Latin Americans, and 6 Puerto Ricans. Educational institutions were represented by 104 participants, comprising 50 North Americans, 37 Latin Americans, and 17 Puerto Ricans. Fifteen North Americans, 11 Latin Americans and four Puerto Ricans, a total of 30, represented business, industry, finance and foundations, while 42 participants—24 of whom were from North America, seven from Latin America, and 11 from Puerto Rico—represented private organizations. Representatives of the Organization of American States, the Pan American Union and the Institute of International Education numbered 18. The remainder included representatives of the press and U.S. cultural institutions, and wives of delegates.

### **The Organization of the Conference**

The Conference took place under ideal conditions in the new San Juan Intercontinental Hotel by the sea, on the outskirts of Puerto Rico's capital. The setting with the ocean only a few yards from the Conference sessions, as well as the attractions of old San Juan a few miles away, might well have distracted the attention of a less-interested group. The hard work of the conferees was an impressive tribute to their belief in the importance of the meeting.

The Conference program, which is reproduced on pages 27-33, included only a few formal speeches. Most of the four days was given to panel discussions and symposiums in which smaller groups were able to talk informally about their plans and problems. In addition, corridor consultations and encounters at the social occasions gave the participants a chance to get to know one another. Men and women who had been names on letterheads became individuals.

Designed primarily for discussion purposes, to clarify aims and problems, and so unofficially to influence, stimulate, and shape a variety of future actions, the Conference determined at the outset not to consider resolutions.

The first two plenary sessions were held in the hotel's large conference room, seating some four hundred. Translation from and into English and Spanish was simultaneous at the plenary sessions and the symposiums, and interpreters were available for each of the Administrative Counseling sessions. An efficient staff, from the three organizations responsible for

planning the Conference, translated and reproduced documents and reports for all participants throughout the four busy days.

Conference participants were treated by their Puerto Rican hosts with typical gracious hospitality. Social activities, official and unofficial, were many. The following were officially arranged: Tuesday evening, October 14, a reception for all participants given by the Governor and his wife on the seaside terrace of La Fortaleza, Puerto Rico's executive mansion located in an old Spanish fort. On Thursday evening, October 16, participants attended a piano recital by the world-famous Puerto Rican pianist, Jesús María Sanromá, in San Juan's Tapia Theater, followed by a reception at the Commonwealth Government's Institute of Puerto Rican Culture. A lunch at the Bacardi plant, on Friday, October 17, was preceded by a tour of the San Juan metropolitan area. After the final plenary luncheon on Saturday, October 18, the delegates and their wives met on the hotel beach for a farewell party.

#### The Reactions of the Participants

The interest of the participants in the Conference was obvious to everyone who visited the sessions. At the closing luncheon the delegates were asked to indicate their reactions to the Conference by answering a questionnaire. Every person replying indicated that he had profited personally and professionally from the experience. Most favored holding a similar conference every two or three years. Very likely the San Juan meeting paved the way for future conferences, some of them more comprehensive in scope, others more specific and limited—in aims as well as participation.

The following notes highlight the suggestions for further action that emerged from the San Juan Conference.

## THE CHALLENGE OF INTER-AMERICAN EXCHANGE

### THE PLENARY SESSIONS

"In this age in which we live, charged with vast possibilities for good or evil, extreme nationalism is not in harmony with man's deepest and noblest aspirations," said His Excellency, Governor Muñoz Marín of Puerto Rico, in opening the Conference. "Its negative burden contradicts the Hemisphere's destiny. In its place will come the era of great regional unions which is now beginning. I believe that of nationalism only cultures will remain—not the static but the dynamic aspects of culture—their diversity, their creative powers, their profound source of individual expression, language, arts, concepts of good and evil, manners of expressing beauty and unraveling mysteries. The Americas must devote their entire energies to the great aims that all civilizations have in common: to conquer poverty without being conquered by wealth, to strengthen freedom in all its parts, and to defend that freedom against all enemies." He proposed for the Conference "Operation Solidarity"—a firm, serene, systematic determination to unite all efforts, South and North, public and private, into a crusade for sharing ideas and techniques without loss of individual identity or denial of tradition or language.

This exchange of ideas and sharing of techniques, Gainza Paz of Argentina pointed out, cannot be limited to those holding invitations and fellowships but must be part of a purely voluntary, spontaneous interchange of persons. One complements the other. If there is an abundant and spontaneous exchange of persons, the need for fellowships is less imperative. This spontaneous exchange, however, is discouraged and deterred by travel costs and regulations. In spite of international conferences which go back to the 1826 meeting in Panama summoned by Bolívar, there is in the Americas today an endless chain of requirements and restrictions which obstruct interchange in merchandise, in persons, and in ideas and information. "We not only have the customs and tariffs as they existed in 1889, but we have import and export bans, differential rates of the different currencies, passports and meticulous visa procedures which did not exist previously. Who among us would be willing to tolerate in our country its division into zones or regions with this type of barrier? Whatever is unacceptable within the borders of a country is just as unacceptable on an international scale. Spontaneous interchange, a

precious asset, will continue to be impossible as long as these walls exist which prevent men and women, scholars and workers, artists and clerks, from traveling freely abroad and at low cost." He proposed that each country invite persons from all the American countries without exception—"Where understanding and friendship are concerned, no islands should be formed anywhere in the Americas."

Kenneth Holland, in outlining the objectives of the Conference, stressed the importance of analyzing basic long range problems and arriving at a relationship which would solve them. One basic problem is that of education. "No country can develop soundly which does not have a strong and vital educational system. There is an overwhelming demand in every one of the American republics for more and better educational opportunities from the nursery school through the university and into the field of adult education. Buildings and equipment are important, but the greatest need is for well-educated, full-time professors and school administrators. It is in connection with the training of this personnel that exchange of persons can play its most vital role."

Dr. Holland urged that the selection systems be analyzed to see that the most capable students are being provided with the opportunity for further study. Available figures indicate that a very high percentage of the Latin American students studying in the United States comes from a privileged economic class. In presenting data on the unfortunately small numbers of U.S. citizens who go to Latin America to study, he said, "The plain fact is that few North American professors or students know enough about Latin America, are sufficiently interested in this region or have sufficient respect for Latin American institutions of higher learning." He expressed the hope that the Conference might suggest means by which the two-way flow of scholars could be increased. He urged the Conference to consider critically the adequacy of programming for leaders and specialists, the ability of educational institutions to provide education that will be of real value to the participants when they return home, and the need for developing follow-up programs to determine more definitely what happens to the individuals who have studied North or South under these exchange programs.

The creation of the Organization of American States at the Ninth International Conference of American States in Bogotá in 1948, gave a new impetus to educational activities and technical cooperation. José A.

Mora, Secretary General of the OAS, reviewed its accomplishments and programs. The first truly multilateral program to function directly under OAS auspices is the Program of Technical Cooperation which began in 1951. Since then more than 3,000 persons have received training or done research in training and research centers established in different American countries. In July of this year a new and expanded program, the OAS Fellowship Program, was begun for study, training and research for professors and advanced students. Starting with 170 fellowships, the plan is to increase the number to 500 annually, the fellowships to be granted on the basis of technical qualifications regardless of the candidate's degree status. The Leo S. Rowe Pan American Fund, which is administered by a committee of the Council of the Organization of American States, has made 726 individual student loans averaging \$567 each in its ten-year history. Under the Internship Program of the Pan American Union, government employees from the various countries are brought to the Washington headquarters for a month each year to learn how the OAS functions. The General Secretariat of the OAS works with foundations and other public and private institutions in programming their activities in the United States and Latin America. "There seems to be a general tendency just now," said Dr. Mora, "to concentrate on the higher levels of education and scientific and technological research. Moreover, the question of the creation of new international institutions and teaching centers is being critically analyzed. One general conclusion seems to be that the creation of inter-American institutions should be approved and where possible attached to existing national institutions so as to utilize existing resources and help to develop and expand them. Also, there seems to be a greater concentration of coordinated efforts on the part of public and private institutions on the areas that are most critical for the economic and social development of the respective countries." A division for the Development of Science has been created in the Pan American Union to help institutions in the member states strengthen their programs so as to serve as regional centers for scientific research.

To introduce the six symposiums, a panel composed of an ambassador, an educator, a scientist, a composer and a business leader explored the possible contributions of exchange to the future development of the Americas. W. Homer Turner of the U.S. Steel Foundation synthesized the feeling of the panel in his statement that exchange should serve "one

## STRENGTHENING INTER-AMERICAN EXCHANGE

### CONCLUSIONS OF THE SIX SYMPOSIUMS

Symposiums dealt with six specific fields of inquiry related to the over-all exchange programs. (See pages 27-33.) Each was composed of from four to seven members, chosen from various countries and fields of activity; the deliberations represented a concerted international multi-discipline attack on the many specific problems encountered in the effort to stimulate, enlarge and perfect the present exchange programs.

Inevitably there was some overlapping, not only in the discussions, but also in the recommendations. Problems such as those arising from the high cost of travel and visa restrictions, from the differences in cultural levels between the various countries, from variations in the concept and the application of the democratic ideal, from inadequate coordination of effort, from language difficulties, and the like, are common to all aspects of the over-all program, and arose again and again regardless of the specific phase of the program examined by any one symposium.

Nevertheless, and especially in view of the Conference's decision to avoid formal resolutions, the conclusions and recommendations of the various symposiums constitute an invaluable guide for future multilateral thought and action in the inter-American exchange of persons field. The specific topics discussed by the various symposiums are indicated in the summaries given below.

### SYMPOSIUM I

#### Increasing the Flow of North Americans to Latin America

Despite the stimulus given to inter-American exchange by the U.S. government's enactment of the Smith-Mundt Act and the recently signed Fulbright agreements with some Latin American countries, the flow of students from the U.S. to Latin America remains relatively small. While the expansion of exchange opportunities in the countries south of the Rio Grande should result in special cultural, social, economic and political benefits for U.S. students, a number of obstacles now confront them.

Insufficient knowledge in the U.S. of the conditions under which Latin American universities function is a major obstacle. The following factors were singled out: a) differences in the educational systems; those in Latin



At the Inaugural Session, Kenneth Holland reported on Inter-American exchange programs.



The hard work of the conferees was an impressive tribute to their belief in the importance of the meetings.

Translation from and into English and Spanish was simultaneous at the sessions.



America were largely inspired by the Spanish, Portuguese, French and German, with U.S. educational theory introduced only recently. North American students find little similarities in curricula and methods; b) differences in academic years; Guatemala's school year, for instance is from January to October, Chile's from March to December, that of the United States from September to June; c) uncertainty as to the validation of credits; no agreements on reciprocal validation have been signed among the universities of North, Central, and South America; d) insufficient coordination of agencies equipped to supply information and guide students in their choices of universities and courses; e) the widespread lack of academic publicity on Latin America among North American students, stemming in part from the faultiness, in some Latin American nations, of national and school statistics.

Obstacles of a non-academic nature are: the complex and vexatious matter of visas, and the high cost of transportation—which is more expensive and difficult between the United States and Latin America than between the United States and Europe.

One hopeful sign is the National Defense Education Act of 1958 which will encourage the study of foreign languages in the United States, including Spanish and Portuguese. Such study should increase interest in the countries in which those languages are spoken.

Most of the U.S. students who now study in Latin America go to Mexican schools and universities. This fact is attributed to the proximity of the two countries. Special mention was made of the summer sessions at the University of Mexico, at Mexico City College, and at the Instituto Tecnológico y de Estudios Superiores in Monterrey. The Instituto, whose courses are recognized by the Southern Association of Colleges and Secondary Schools, admits U.S. undergraduates as well as graduate students, working for Master's degrees in Spanish, Spanish literature, history, and the like.

The Symposium's consensus was that the following recommendations should be considered:

- 1) A detailed report on the diverse conditions under which Latin American universities function be compiled and published for the orientation of U.S. teachers and students.
- 2) That a committee of the Organization of American States or the

Institute of International Education encourage wider intervality of academic certificates.

- 3) That the teaching of Spanish and Portuguese in U.S. schools be promoted, as well as the study of the history, literature and culture of the people speaking these languages.
- 4) That programs similar to the junior year abroad be established in a number of Latin American universities in close cooperation with North American colleges and universities.
- 5) That Latin American institutions participating in student exchange programs consider the possibility of establishing an orientation period and designating faculty advisors to help young foreign students adjust to their new environments. The suggestion was made that where there is a difference in the beginning of the academic year in the two countries involved, this period might well be used for orientation.
- 6) That organizations offering exchange fellowships take into account the cost of transportation which the distances between the U.S. and the countries of the South often make prohibitive. It was suggested that student transportation might well be covered in whole or in part by the organization granting the fellowship.

## SYMPOSIUM II

### Strengthening and Expanding Programs Bringing Latin Americans to North America

During the past twenty years, many thousands of individuals from Latin America have studied in the United States, with the aid of governmental and private organizations in the latter country. The U.S. State Department alone assisted 777 in 1956, and the number aided by U.S. government agencies is expected to reach 2,500 in 1959. The program has included students, technicians, professors, and outstanding individuals in various fields, and has also enabled distinguished Latin Americans to make valuable contributions to teaching in the United States. The program may soon be expanded to include student group leaders and members of youth education groups.

In order to strengthen the bonds of democracy and friendship, and to

raise standards of living throughout the Hemisphere, the following specific suggestions were made for the enrichment of educational exchange:

- 1) Latin American countries should study the possibilities of creating adequately financed national organizations to coordinate the exchange programs and to:
  - a) Give greater publicity to exchange opportunities.
  - b) Improve the methods of selecting candidates, in cooperation with the entities offering the fellowships. Personal merit, social responsibility, educational and professional experience, knowledge of English and financial need should be criteria for selection.
  - c) Provide planned orientation to students going abroad, to enable them to interpret their own countries.
  - d) Plan more carefully the optimum utilization of fellows on their return to their home countries.
- 2) To allow for greater participation of good students now ineligible because of insufficient English, some fellowships should be extended for three months to provide special training in that language in the U.S.
- 3) Without reducing technical and scientific exchanges, more emphasis should be given to exchanges in the humanities (philosophy, the arts, etc.) and the social sciences, which have received insufficient stress in recent years.
- 4) The program's cultural and social results in Latin America should be amplified through increased foreign training in teacher education, journalism, public administration and democratic group leadership.
- 5) To foster cooperative rapprochement between similar groups in Latin America and the United States, formal academic programs should be supplemented by short observation trips. Interest was expressed in improving contacts of persons in North and Latin America holding similar responsible positions in business, educational and civic institutions, as well as in such youth organizations as the Boy Scouts, Girl Scouts and student organizations.
- 6) Community institutions and organizations, as well as the U.S.

government and universities should be encouraged to give more aid to Latin American students; particularly in certain countries where there now are few exchange opportunities.

7) Specific studies were recommended in the following fields:

- a) More effective integration of Latin American students into U.S. communities.
  - b) Visits to the U.S. by Latin American artists and art missions, under conditions similar to those under which North American artists and art missions visit other countries.
  - c) Evaluation of the results of exchange, so experience can be used to improve programs.
- 8) All member countries of the International Air Transport Association should request the study by IATA of the possibility of establishing a special reduced fare to lower costs of transportation for participants in exchange programs.

### SYMPOSIUM III

#### Extending and Expanding Multilateral Exchanges Among Latin American Countries

##### 1. *General conditions under which exchange programs should function*

The fact that the Latin American world is affected by various political, economic and educational conditions should be taken into account in developing exchange programs. A true exchange policy should be based on respect for freedom. The establishment of an international, non-governmental institution might be an effective means of insuring that the process of education be continued during the periods of misfortune that some countries occasionally go through. An awareness of solidarity, especially among university organizations, is needed to ensure the opening of new doors for the teachers and students of any university that has to close.

##### 2. *Policies and problems in the OAS exchange program*

The chief aim of the OAS exchange program is to contribute to the economic, social, cultural, and technical development of the member countries. Its limitations are in proportion to the financial contributions

that the member countries are able to make, as well as to the problems which arise from cultural differences.

The OAS contributes to the exchange of persons, not only by granting fellowships, but also by serving as a center for coordinating the cultural activities of many Latin American governmental and private institutions. Its program should be strengthened in Latin America, not only by increasing its budget, but also through such publicizing as will make its achievements known to all men and women. Other proposals to improve the program are:

- a) To create an organization to stimulate cultural exchange among the 20 Latin American countries, particularly with respect to publicity and the granting of fellowships. The work of such an organization should be coordinated with that of the OAS and the IIE.
- b) To conclude regional agreements through national universities, for the purpose of developing exchange of persons policy, and of working on joint cultural exchange projects.
- c) To have universities be the representatives to the OAS for matters of educational exchange.

##### 3. *The fellowship system*

One of the most positive tasks of the exchange programs is the granting of fellowships, which are at present given by the OAS and various universities and private organizations. The OAS has under way a program initiated with 170 fellowships which will eventually be expanded to 500.

The suggestions were made that:

- a) Through the OAS, the various Latin American exchange fellowship programs be coordinated.
- b) Fellowships be made available to workers and union leaders.
- c) The countries to which OAS fellowships are awarded share in the selection process so as to decentralize the procedure and improve the quality of those to whom awards are made.

##### 4. *New exchange programs*

In addition to granting fellowships, a cultural exchange policy within Latin America should include:

- a) Creation of high-level regional centers for professionals.

- b) Organization of seminars to study and investigate problems common to two or more Latin American countries.
- c) Increased offering of summer courses.
- d) Greater exchange of artists and writers.

#### SYMPOSIUM IV

##### The Role of Business and Industry in Inter-American Exchanges

1. To gather comprehensive information and to evaluate what is being done by industry and commercial enterprises in the field of exchange of persons, to achieve a more effective coordination of efforts, and to contribute to better planning, it was strongly recommended that a preparatory committee be organized, consisting of representatives of industry, labor, education, nonprofit and community organizations, and other sectors of the national and international community.

2. As in Symposium III, it was suggested that an organization be established to coordinate the exchange of persons multilaterally among the Latin American nations. Training of Latin Americans in Latin American countries is less costly, the language barrier is eliminated or reduced, and there are few problems of readjustment for the returning exchangee. It was agreed that the establishment of such an organization should await the completion of the study and evaluation by the proposed preparatory committee.

3. The importance was emphasized, of having workers and labor leaders participate in the exchange program.

4. Though industry operating in Latin America needs personnel trained in labor and industrial relations, such training is not now available in Latin America, and Latin American universities could render an important service to industry by providing such training.

5. More careful planning should be done in the field of job opportunities awaiting the exchangees on their return, in order to make best use of them and avoid problems of readaptation and frustration.

6. Industry in Latin America would benefit if it had information concerning the availability of qualified nationals. Two possible solutions to this problem were:

- a) that Latin American universities provide such information;

- b) that binational centers in Latin America provide it as regards U.S. trained local personnel.

7. While few U.S. students go to Latin America, many U.S. technicians are employed in Latin American industries. U.S. industries would render a great service by allowing these technicians to be used as teachers in local educational institutions or as consultants to local business and industrial concerns.

8. One solution to the problems of adaptation to Latin America by U.S. employees is found in Colombia, where the University of the Andes offers an intensive language and orientation course for U.S. technicians. This has proved so successful that it is now supported on a permanent basis by U.S. business concerns operating in Colombia.

9. The basic aim of the U.S. Trade Mission Program is to increase foreign trade. Missions are consultative and must be requested by the host governments. To date, 59 missions, involving about 150 businessmen, have gone to various countries, of which only three (Argentina, Colombia and Peru) have been Latin American. These programs could be expanded.

10. The International Association for Exchange of Students in Technical Experience now operating among European nations and the United States provides on-the-job training, during summer vacations, for university students in science and technology. This program might well be extended to Latin America.

#### SYMPOSIUM V

##### Stimulating Exchanges in Science and Technology

Exchange in the fields of science and technology plays an important role in inter-American solidarity. While there is wide diversity in the levels of technological and scientific development in the various Latin American countries, it seems essential that each country:

- 1) Determine its actual and potential needs in order to decide priorities for its scientific and technological development.
- 2) Intensify and reorient the teaching of science in elementary as well as higher education.

Scientific needs of each country should be determined in the light of social and economic trends, as well as the level of education; in that

evaluation, a high priority should be given to scientific and technical exchanges which can raise the people's standards of living.

Over-all planning and coordination is considered imperative. In every country there should be an organization, responsible for the determination of national and regional technological needs. That organization would also coordinate scientific research and give publicity and direction to the exchange of persons program. It must be national in scope, representative of the country's highest scientific development, and have the autonomy demanded by its mission. Such an organization will meet the need mentioned in other symposiums—for a central coordinating and directing body.

The problem of insuring that full use is made of the persons participating in the exchange program, on their return to their own communities, as emphasized in other symposiums, is equally important in the scientific field. This involves using what they can contribute, not only to the agencies or entities to which they are attached, but also to the community as a whole. It also involves opportunities for continued study and professional development—beyond the initial training periods. For this, the participants must have access to current scientific literature, through organized libraries, competent librarians and good scientific exchange services.

## SYMPOSIUM VI

### Stimulating Exchanges in the Arts

There can be no culture without free exchange among nations in all the arts. However, the differences between artists and other types of exchangees create special problems in exchange programs. The organization of trips by artists, the selection of grantees, the stimulation of homogeneous artistic levels, the coordination and financing of programs and the numerous fields of creative endeavor are among the special problems in the exchange of artists.

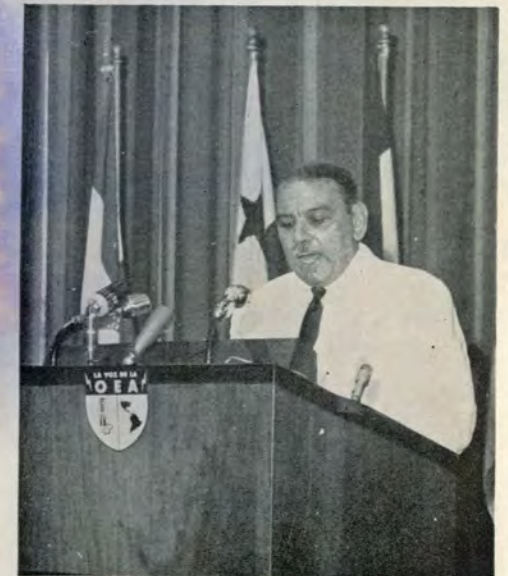
The *general* proposals resulting from the symposium summed up the consensus of the group; the *specific* represented the individual thinking of one or more persons.

#### General Recommendations

1. That means be explored to establish a system of centers of creative



The symposiums represented an international attack on the problems of expanding exchange programs.



Governor Muñoz Marín proposed "Operation Solidarity" as the theme of the Conference.



The Conference brought new ideas, techniques and methods into play said Jorge Basadre.

activity for the use of visiting artists, somewhat on the order of the French, Spanish and American academies in Rome or Paris. Located in various cultural regions of Latin America and the United States, such centers would serve exchange students from all American countries. It was assumed that the exploration of this project would include the possibility of expanding existing centers serving only nationals, to include facilities and activities for visiting students and artists.

2. That agencies active in inter-American cultural exchange be encouraged to establish a clearing house for activities pertinent to exchange of persons in the arts, with special reference to such technical aspects as travel and customs regulations.
3. That the attention of organizations in inter-American cultural exchange be focused on the need of artists for opportunities to exhibit or perform their work.

#### Specific Individual Recommendations

1. It was proposed that an inter-American Art Center be established to serve as a coordinating and catalytic agency for the stimulation of the arts and the exchange of artists in the Americas. The Center's functions would be to provide information on all artistic activities in the Americas; to provide information and opportunity for artistic exchanges of all kinds; to extend and expand the scope of such opportunities; and to encourage and stress the multiple aspects of exchange. It was proposed that the secretariat of the Center be located in Puerto Rico.
2. A proposal was made that supplemental aid be requested from industry to increase the number of fellowships now granted by the Government of Puerto Rico in cooperation with the Pan American Union, to enable young musicians of the Americas to attend the Casals Festival. If sufficient funds were obtained, musical seminars could be held in San Juan prior to the Festival.

## THE PRACTICAL PROBLEMS OF EXCHANGE

### Highlights from the Administrative Counseling Sessions

The morning devoted to administrative counseling provided an opportunity for Conference participants to consult informally with experienced persons in the field of international exchange. Eight topics were chosen for the counseling sessions, which were held concurrently: Recruitment, Selection and Screening Procedures, Language Testing, Evaluation of Credits for Study Abroad, Orientation, Placement, Counseling and Supervision of the Foreign Exchangee and Government Regulations Affecting Inter-American Exchanges.

The language problem came up for discussion in most groups, as it had in all phases of the Conference. In reference to Latin Americans interested in studying in the U.S., insistence on high competence in English was felt to limit exchange possibilities and, in the long run, may detract from the effectiveness of exchange. The most outstanding youth leaders in many countries were being eliminated by high language requirements. Suggested solutions were intensive training in their own language and practical work in English before leaving for the United States, and courses in English prior to, or concurrent with, regular academic work. The problem of adequately publicizing opportunities for study abroad was also discussed.

The proper selection of foreign students is another recurring problem, and there was consensus that the selection process is still imperfect. One criterion for selection is "national need"—that is, selecting grantees who are potentially able to contribute to meeting national needs on their return. Leadership capacity is another criterion although it was recognized that this is a complex quality and more properly evaluated in relation to the field of study. Financial need is a determining factor for many organizations granting fellowships, while other organizations emphasize such factors as knowledge of English, the type of study project, or such personality qualities as adaptability, emotional stability, and ability to get along with others before examining the candidate's financial requirements.

Such technical aspects as language testing and the evaluation of credits for study abroad were considered by two groups. Problems mentioned repeatedly were the difficulty of establishing proper standards of English proficiency when institutions vary greatly in the demands they make upon

foreign students; the limited use of aptitude tests for language learning; increasing enrollments in U.S. colleges and universities with a resulting rise in standards for admission of all students and particularly non-English speaking students.

The group concerned with evaluation of credits for study abroad agreed that a problem of increasing importance to inter-American exchange is how to assess the academic preparation of foreign students and how to validate foreign degrees. The recommendation was made that a committee be formed, representing either the Pan American Union or the U.S. Office of Education, or both, to consult with regional associations, registrars' associations, accrediting agencies, and licensing authorities to study the problem of inter-American recognition of degrees and scholastic preparation as a basis for a subsequent meeting of governmental representatives. If feasible, appropriate agencies in other countries of the Hemisphere should undertake simultaneous studies of the same problems.

The session on problems in orientation was primarily concerned with two problems: how to inform the exchangee before he leaves his own country of what to expect in the country of foreign study and how to acquaint at once the newly-arrived foreign exchangee with the mechanics of living in his country of study. It was felt that perhaps the most practical way to orient the exchange student before leaving his own country would be to introduce him to returned students and to resident nationals from the country to which he is going.

There was consensus that the best method of orienting foreign students rapidly is to place them in private homes and to plan programs of activities for them in association with university student leaders. Considerable interest was also expressed in the short-term orientation given by U.S. colleges and universities, such as the one-week program at Columbia University.

The session on placement discussed how both sponsored and unsponsored Latin American students were placed at U.S. educational institutions; how the OAS program managed the placement of its students; how U.S. students registered at Latin American institutions; and how persons who were not students were taken care of through non-academic exchange programs. The need for current information regarding study opportunities at Latin American institutions open to U.S. students was emphasized. This need was also expressed at the session on counseling

and supervision of the foreign exchange. Among the other problems discussed by this group were taxation of alien exchangees and U.S. government fingerprinting requirements.

There was common agreement that government regulations affecting inter-American exchange be liberalized both in relation to entry into the United States of professors and students and the exchange of published materials which would foster rapprochement and better understanding among the peoples of this Hemisphere. It was suggested in this connection that the Organization of American States explore, on a continuing basis, ways to revise and modify laws regarding visas and income tax regulations in order to facilitate the exchange of persons and ideas. One possible solution might be the establishment of treaties or conventions among governments. All persons responsible for the reception of visitors from other countries should familiarize themselves with regulations affecting the many types of visas.

#### THE CONFERENCE IN SUMMARY

*At the concluding session, Jorge Basadre, former Minister of Education of Peru, summarized the Conference:*

The topics that we have been discussing in this Conference have not been so abstruse as to rise to rarified heights of philosophy, nor so specialized or scientific as to require microscopic examination. We have had meetings where, it is true, we have gone far beyond the particular subject, the better to be able to encompass the points of view of a true cultural policy, which is concretely what interested us here. That was true of the statesmanlike and philosophical eloquence of Governor Muñoz Marín; of the precision with which Kenneth Holland presented points of view that we should like more North Americans to have; of the impressive and substantial account of what the Organization of American States is doing and is going to do, clearly stated by its Secretary General, Dr. Mora; of the speech, inspired in inter-Americanism, of Gainza Paz; and of memorable words spoken later at less solemn meetings, including that which has just ended. We have documents which doubtless most of us will read again after returning to our daily tasks. Above the moving about and rush of so many things happening here several guiding lights appear more clearly. Let me enumerate only a few.

What should the exchange of persons be? Creative, individualized experience, contacts with different ways of life, said Homer Turner. That implies the creation and acceptance of mutual interest; different opportunities for self-improvement in the truest sense of that word; development of the personality itself, not only to know, understand or better apply one's profession or calling, but at the same time to enrich one's concept of the world with fundamental points of view; clarifying one's ideas about one's own country and at the same time helping to appreciate other countries through understanding and enriching affiliations.

'Affiliation' is a beautiful word, which I believe was used by Carleton Sprague Smith. The fact that I refer to these names as I proceed rapidly is due to circumstances which in no way imply disregard or lack of esteem for the very significant names omitted; there are so many people who have taken an important part in this Conference that I could not mention all of them.

The transmission of culture was understood not only as the trans-

mission of knowledge, but also of profound feelings, implying perception and the understanding of activities and beliefs. And so there appeared a way in which the peoples of America might look upon each other, which in the long run may turn out to be, as I believe Juvenal Hernández of Chile brilliantly said, a recapture of the way our forefathers saw things.

Exchange, as we said in summary, is culture. But culture cannot be separated from the environment favorable to it. Culture is liberty.

We have sought to find out the what and the why of this exchange. Also, we have dedicated hours to seeing how it operates or how it should operate. We have examined it, albeit rapidly, *horizontally*, that is, from the point of view of its geographical extension from some regions to others of America; and *vertically* through different fields of work in large symposiums, concisely guided by previously prepared discussion outlines. These meetings were so interesting that it was too bad to have to miss two by electing to attend one on Thursday and Friday; and upon leaving the last, one had the impression that the same or other topics could continue to be discussed. In smaller sessions on administrative counseling there was opportunity for direct consultation with veterans in the work of exchange concerning very useful subjects, including that which appears so important to me—so painfully important—so in need of practical, adequate and just solutions—namely, the equivalence of diplomas or certificates and degrees in countries other than those of the exchangees. We worked, perhaps hurriedly, perhaps a little disjointedly, but we worked with democratic freedom.

From one point of view we rose high above the ground; but we also worked, as is said in English, at the grass roots, bringing into play new ideas and experiences and techniques and methods now in practice, ever in search of better ways to do things, within the limits of our program of work.

The present was examined in order to try to evaluate it for what it has and what it lacks; the past was paid tribute in so far as it has been productive; and for the future there was clear thinking and concern, a looking ahead as much as possible with constructive realism.

And so this has been an idealistic and practical meeting that has brought forth statements of a general nature as well as others of a procedural or administrative kind. An extraordinarily constructive meeting with more than 300 participants, among whom there were people from

Canada and one, whom we have just heard this morning, from the British West Indies. Government officials, diplomats, and university people—I counted twenty-one university presidents, vice-presidents, deans, in the list of participants. There were also professors who were not from universities and officials from different agencies. Likewise, there were people from industry and commerce. It was enormously important to have businessmen together with educational officials and cultural leaders. Those who stood out by their small representation, unfortunately (and I hope they are not absent at the next meeting, if the proposal made this morning that there be a second conference is carried out) were the men and women of labor. We should have had more people from the labor organizations of the United States and Latin America.

The people gathered here have been spiritually mature; neither childish with vain enthusiasms, nor senile with skepticism or inactivity. Men and women, at times perhaps with points of view that all of us cannot share, but making sincere contributions in good faith, neither prefabricated nor sectarian. Men and women who have thought aloud, at formal meetings or in informal conversations in one or another corner, on noble and useful things, seeking to make their contributions serve those who in the future may go abroad to learn in the Americas. Each was following, in his way, the precept that "knowledge, like wealth, is productive only when placed at the service of the human being."

All this was carried out in only four days of intensive work, making last Tuesday seem far away. We went from one place to another in elevators, through corridors and meeting rooms, as if in uniform with those badges which we shall not use again, and which helped us seek out those whom we had never met before, or those we had not seen in many years. For this is one of the best things about conferences, as we all know: the meetings with those who belong to the same international brotherhood of good will, the stimulation that affords us to go ahead side by side with those constant friends from different parts of the world engaged in related activities.

We express our thanks to the Institute of International Education, represented today in the person of its President, Kenneth Holland, whom I have known for the short period of 18 of his years in this field of work. In him also, many of us pay public tribute, with respect and devotion, to his predecessors, Stephen and Laurence Duggan. How happy both

would have been, father and son, with this Conference sponsored by the two institutions, the Pan American Union and the Institute of International Education!

Deposited with these two organizations, for action left to their judgment, are important recommendations. We must keep in mind that in three of the symposiums, presided over by Doctors Arnaud, Benitez, and Betancur, there are recommendations to create new agencies. Deposited are not only the officially adopted reports, but also the unofficial ones and the hopes accumulated here.

We express our thanks, of course, for its exemplary hospitality, to the Department of State of the Commonwealth of Puerto Rico, the island with open windows, about which Governor Muñoz Marín spoke to us Tuesday, the crossroads of America, whose transformation is here to stay, as was noted this morning by the only delegate to speak in Portuguese, Dr. Silva. Thanks also to all the enterprises, to all the organizations that have cooperated in the Conference, giving evidence of the importance of industrial or commercial support of cultural meetings. May this be repeated and extended.

## PROGRAM OF THE CONFERENCE

### Tuesday, October 14

11:00 a.m. — 7:00 p.m. **Conference Registration**

4:30 p.m. — 6:00 p.m. **Inaugural Session**

#### *Welcome to the Conference:*

His Excellency Luis Muñoz Marín  
Governor, Commonwealth of Puerto Rico

#### *Objectives of the Conference:*

Kenneth Holland  
President, Institute of International Education

#### *Keynote Address:*

INTER-AMERICAN INDEPENDENCE AND INTERCHANGE  
José A. Mora  
Secretary General, Organization of American States

### Wednesday, October 15

9:30 a.m. — 12:30 p.m. **Plenary Session**

#### *Presiding Officer:*

Arturo Morales Carrión  
Commonwealth Under Secretary of State, Puerto Rico

#### *Address:*

THE CONTRIBUTION OF EXCHANGES TO INCREASED INTER-AMERICAN  
UNDERSTANDING  
Alberto Gainza Paz  
Director, *La Prensa*, Buenos Aires, Argentina

#### *Panel Discussion:*

THE CONTRIBUTION OF EXCHANGES TO SCIENTIFIC AND TECHNICAL,  
PROFESSIONAL, CULTURAL AND BUSINESS ADVANCEMENT

#### *Panelists:*

John C. Dreier, *Chairman*  
Ambassador, Representative of the United States on the Council of  
the Organization of American States  
Augusto Moreno Moreno  
Consultant, National Nuclear Energy Commission, Mexico  
Carleton Sprague Smith  
Curator of Music, New York Public Library, United States

W. Homer Turner  
Executive Director, U.S. Steel Foundation, United States

Luis Verdesoto Salgado  
Dean, Faculty of Philosophy and Letters,  
Central University of Ecuador

2:30 p.m. — 4:30 p.m.      **Symposiums**

I. INCREASING THE FLOW OF NORTH AMERICANS TO LATIN AMERICA

*Panelists:*

Victor Bravo Ahuja, *Chairman*  
Rector, Institute of Technology and Higher Studies of  
Monterrey, Mexico

Oliver J. Caldwell  
Assistant Commissioner for International Education, Office of  
Education, United States Department of Health, Education,  
and Welfare

Henry Grattan Doyle  
Higher Education Specialist, International Cooperation  
Administration, United States

Dr. Amanda Labarca, *Rapporteur*  
Ex-Director, Department of Cultural Extension, University of Chile

Jorge José Salazar Valdez  
Under-Secretary of Education, Guatemala

II. STRENGTHENING AND EXPANDING PROGRAMS BRINGING LATIN AMERICANS  
TO NORTH AMERICA

*Panelists:*

Gabriel Betancur-Mejía, *Chairman*  
Director, ICETEX (Colombian Institute for Advanced Training  
Abroad), Colombia

Gordon Boyce  
President, Experiment in International Living, United States

Arthur L. Campa  
Chairman, Department of Modern Languages,  
University of Denver, United States

George T. Moody  
International Educational Exchange Service,  
United States Department of State

Dr. Emma Gamboa, *Rapporteur*  
Dean, Faculty of Education, University of Costa Rica

Marcel Roussin  
Inter-American Institute, Ottawa, Canada

III. STRENGTHENING AND EXPANDING MULTILATERAL EXCHANGES AMONG  
LATIN AMERICAN COUNTRIES

*Panelists:*

Jaime Benítez, *Chairman*  
Chancellor, University of Puerto Rico

Francisco Galdames, *Rapporteur*  
Director, Department of Cultural Extension, University of Chile

Julio González Tejada  
Chief, Office of Cultural Exchange and Scholarships,  
National University of Mexico

Juan Marín  
Director, Department of Cultural Affairs, Pan American Union

Benedicto Silva  
Director, Brazilian School of Public Administration,  
Getulio Vargas Foundation, Brazil

Thursday, October 16

9:30 a.m. — 12:30 p.m.      **Administration Counseling**

1. Recruitment

*Counselors:*

Leo R. Dowling  
Foreign Student Adviser, University of Indiana, United States

Carlos Carmona Alvarez  
Director General, ICEA (Inter-American Student Exchange), Chile

2. Selection and Screening Procedures

*Counselors:*

Robert Barton  
Director, Inter-American Department, Institute of  
International Education

Roque Bustamante  
President, Ecuadorian-North American Center, Quito, Ecuador

Jacob Canter  
Cultural Attaché, Embassy of the United States, Mexico City, Mexico

Paul M. Chalmers  
Adviser to Foreign Students, Massachusetts Institute  
of Technology, United States

3. Language Testing

*Counselors:*

William Cullen Bryant II  
Chairman, American Language Center, Columbia University,  
United States

A. L. Davis  
Director, American Language Center, American University,  
United States

Dr. María de la Luz Grovas  
Professor of English, National University of Mexico

4. Evaluation of Credits for Study Abroad

*Counselors:*

Charles C. Hauch  
Specialist in Comparative Education, Western Hemisphere, Office of  
Education, United States Department of Health, Education, and  
Welfare

Mrs. Beryl J. M. McManus  
Evaluator of Foreign Credentials, University of California  
at Los Angeles, United States

Alberto Prando  
Counselor, Office of Cultural Relations, Embassy of the  
Argentine Republic, Washington, D.C.

William H. Strain  
Associate Registrar for Admissions, Indiana University, United States

5. Orientation

*Counselors:*

Joe W. Neal  
Director, International Office, University of Texas, United States

Dr. Elsa Orozco  
Professor of English, University of Costa Rica

Richard Raymond  
Director, Department U.S. Exchange Relations,  
Institute of International Education

6. Placement

*Counselors:*

James M. Davis  
Director, International Center, University of Michigan

Miss Edna Duge  
Assistant Director, Inter-American Department,  
Institute of International Education

David Heft

Chief, Section of Educational Interchange, Division of Education,  
Department of Cultural Affairs, Pan American Union

Mrs. Germaine Moncayo

Executive Secretary, Commission for Educational Interchange between  
the United States and Chile (Fulbright Commission), Chile

7. Counseling and Supervision of the Foreign Exchangee

*Counselors:*

David Denker  
Assistant Provost and Foreign Student Adviser,  
Rutgers University, United States

José María Galiardo  
Director, Office of Non-Resident Students, University of Puerto Rico

Ivan Putman  
Foreign Student Adviser, University of Florida, United States

8. Government Regulations Affecting Inter-American Exchanges

*Counselors:*

Furman Bridgers  
Foreign Student Adviser, University of Maryland

Allan G. Juhl  
U.S. Department of Justice, Immigration and Naturalization Service,  
Puerto Rico

James D. Kline  
Director, Washington and Southeast Regional Office,  
Institute of International Education

Paul E. Smith  
Secretary, Committee on International Relations,  
National Education Association, United States

2:30 p.m. — 4:30 p.m.      **Symposiums**

IV. THE ROLE OF BUSINESS AND INDUSTRY IN INTER-AMERICAN EXCHANGES

*Panelists:*

Henry Balgooyen, *Chairman*  
Executive Vice President and Secretary, American and  
Foreign Power Company, United States

José M. Bosch  
President, Bacardi and Company, Cuba

Clyde E. Dickey  
President, Puerto Rico Telephone Company

George Hall, *Rapporteur*  
Assistant Director, Creole Foundation, Venezuela

Philip M. Markert  
Vice President and General Manager, International General Electric,  
Puerto Rico

Rafael Picó  
President, Government Development Bank,  
Commonwealth of Puerto Rico

Joseph E. Slater  
The Ford Foundation; formerly Chief Economist,  
Creole Petroleum Corporation, United States

V. STIMULATING EXCHANGES IN SCIENCE AND TECHNOLOGY

*Panelists:*

Ralph H. Allee  
Director, Inter-American Institute of Agricultural Sciences,  
Turrialba, Costa Rica

Rollin S. Atwood  
Regional Director, Office of Latin American Operations,  
International Cooperation Administration, United States

Luis Carbonell  
Venezuelan Institute of Scientific Research

Abelardo Moreno, *Rapporteur*  
Professor of Zoology, School of Sciences, and Secretary,  
Summer School, University of Havana, Cuba

M. H. Trytten, *Chairman*  
Director, Office of Scientific Personnel, National Academy  
of Sciences — National Research Council, United States

VI. STIMULATING EXCHANGES IN THE ARTS

*Panelists:*

Leopold Arnaud  
Dean, School of Architecture, Columbia University, United States

José A. Balseiro, *Rapporteur*  
Professor of Hispanic Literature, University of Miami, United States

Roque Cordero  
Executive Director, National Institute of Music of Panama,  
and Secretary General, Inter-American Music Center

René d'Harnoncourt, *Chairman*  
Director, Museum of Modern Art, New York, United States

Julio E. Payró  
Professor of Art History, Faculty of Philosophy and Letters, National  
University of Buenos Aires, and Member of the Board of Directors,  
Fund of the Arts of the Argentine Republic, Argentina

Friday, October 17

9:30 a.m. — 11:30 a.m.      **Symposiums IV, V and VI continued**

Saturday, October 18

10 a.m. — 12 M.      **Plenary Session**

*Presiding Officer:*

Kenneth Holland  
President, Institute of International Education

REPORTS FROM THE SYMPOSIUMS

12:30 p.m. — 2:30 p.m.      **Luncheon and Concluding Plenary Session**

*Presiding Officer:*

Jorge Basadre  
Minister of Education, Peru

*Closing Address:*

THE FUTURE OF INTER-AMERICAN EXCHANGE

George V. Allen  
Director, United States Information Agency

**INSTITUTE OF INTERNATIONAL EDUCATION  
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NEW YORK 21, NEW YORK**

