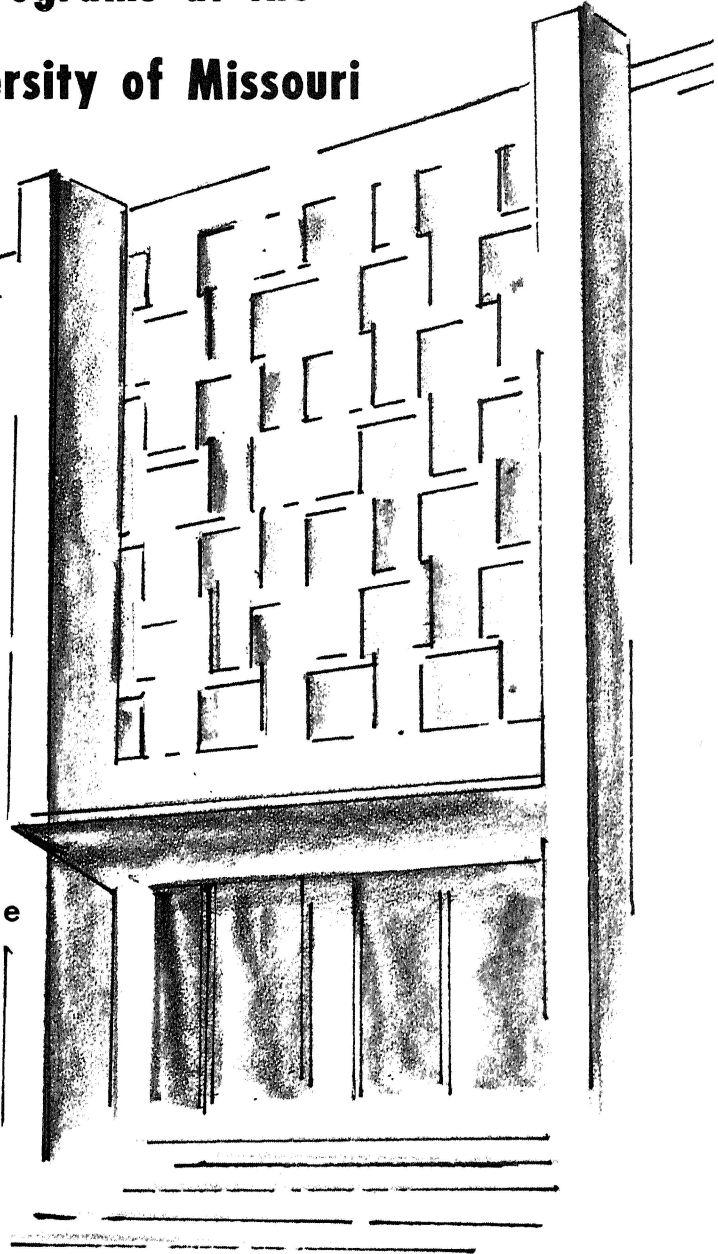


# **Development of International Education Programs at the University of Missouri**

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Before the end of World War II American universities had developed very limited programs in international education.

In the early years of American higher education many faculty members of colleges and universities attended European universities, some of them earning advanced degrees. A few faculty members from European universities came to the United States as visiting professors.

Some wealthy families, who could afford the cost, sent their children to Europe for college work. This was, in part, a matter of status as well as quality of education.

Most of the faculty and student relationships with institutions in other countries were on an individual basis and involved little or no official interchange between institutions in the United States and other countries.

Later, specific programs, such as the Rhodes Scholarships and Guggenheim Fellowships supported by substantial endowments, provided funds to pay costs of American students and faculty members to attend European universities. Exchange arrangements between an American and a European institution were made for limited times, providing for exchanges of faculty or students.

A few American universities began development of educational programs with universities in other countries after World War I.

## **Early Foreign Education at Missouri**

During the years between the Civil War and World War I a number of University of Missouri faculty members studied in European universities. These were from Agriculture, Arts, Humanities and Sciences. The University of Missouri catalog for 1908-09 lists all faculty with their academic records. A large proportion of them had studied in Europe, mostly Germany, between 1880 and 1905. The competence of each of these men undoubtedly was improved by his study abroad and therefore the level of instruction in University classes was higher than it would have been with-

out the foreign study. The viewpoint of each person was broadened by his foreign experience.

Walter Williams, founder and first dean of the School of Journalism, established relationships with several newspapers in Japan and China before World War I. This resulted in several graduates of the School becoming staff members of the Far Eastern papers and, later, representatives of international news services. A few of the men with this experience returned to become faculty members of the School. This stimulated an international atmosphere in the School and led to further expansion of relations with foreign newspapers. Dean Williams continued his deep interest in international relationships and he developed contacts with schools and newspapers in Europe and Latin America.

With Dean Williams' passing from the scene, the drastic changes in the political situation in the Orient and World War II, much of this development ceased.

There was no indication of any effort in these earlier days to develop an awareness among the faculty or in the University administration of an institutional relationship with a foreign university. This development was destined to wait many years and to begin under much different circumstances.

Prior to World War I, United States foreign policy followed pretty closely President George Washington's advice to stay out of entangling alliances with other nations. We believed our nation to be well insulated from attack from Europe or Asia and we retained peaceful relationships with Canada. Relationships with Mexico were not good but we had little to fear in the way of attack from the south. The Spanish-American War had seen our military forces spread from Cuba to the Philippines but this was a relatively minor conflict that brought no danger to our shores.

Our commitment to protect and assist the former Spanish colonies in the Caribbean, Central America and the Philippines, President Theodore Roosevelt's ultimatum to Germany to stay out of South America, and expanding trade with other nations were recognized by very few Americans as indications of our evolution toward a position of power and international influence. The majority of Americans were surprised at the violence of Germany's assault on Belgium and France in August, 1914, but most of them believed this to be a European war which would have limited effect on the U.S. The sinking of the Lusitania and German submarine activities in the Atlantic roused strong emotional antagonism among Americans toward Germany but opposition to our active engagement in war remained strong. President Wilson's campaign slogan in 1916, "He kept us out of war," induced many people to vote for his reelection.

When the U.S. declared war on Germany in April, 1917, Wilson's statement, "We are fighting a war to make the world safe for democracy," had great emotional appeal. But few people realized the implied commitment for abandoning traditional isolationism and participation in international affairs. The propaganda directed by the government to the people gave principal emphasis to the aggression and barbarity of the Hun and directed popular emotion toward the destruction of this inhuman threat to world peace. Little was said during the war to direct the thoughts of people to American participation in an international effort to prevent future wars.

At war's end President Wilson's great effort to establish the League of Nations resulted in American non-participation primarily because the long established opposition to foreign entanglements, led by members of Congress with small vision, remained the determining influence in foreign policy.

It now seems incredible that so few American leaders recognized World War I as a turning point in international relations and the rise of the U.S. as a world power. But it was not possible for the men of 1920 to foresee the revolutionary effects that the barely emerging new technologies would have. Electronics, nuclear energy, communications and transportation were about to touch off phenomenal change. World War II was to stimulate these advances as well as expand national and international economies and vastly increase the knowledge and consequent attitudes and thinking of people. But dissemination of information and education and stimulating people to think of subjects beyond those of local and immediate concern require long and concerted programs by communications and educational agencies. Unfortunately these agencies, even today, do not fully recognize or accept their full responsibility. They still expend far too much of their energy on trivialities and sensation in catering to the baser instincts of people.

### **Changes in Attitudes Following World War II**

The end of World War II introduced a number of factors which directed the attention of the University of Missouri and other universities toward educational developments outside the United States.

Provision by the federal government to pay the costs of college education for veterans of the armed services, under the G.I. Bill, resulted in the enrollment of many thousands of veterans who had served in countries around the world. They brought to the campus far broader viewpoints than the students who lacked service experience. Out of their maturity and their observations of people and conditions in other lands, they contributed ideas and viewpoints to other students and faculty which modified the subject matter and classroom practices in many courses.

The development of programs of education and technical aid in numerous nations by the federal government called several University of Missouri staff members for service abroad. Staff members who assisted in these programs returned with increased knowledge and appreciation of the people of the nations in which they worked.

At one time, nineteen agencies of the federal government sponsored foreign education programs. Many of these are now included in the Agency for International Development. In addition, a number of foundations and other private organizations carry on programs of education in other nations. These agencies employ faculty members to take assignments in research or teaching in other countries. They also sponsor many foreign students who come to the U.S. for one year or longer.

At first, foreign students attracted some attention on the MU campus but as their number increased they became thought of as a normal part of the student population. Two of the larger national groups, the Indians and Arabians, have organized associations and conduct programs which acquaint faculty and students with customs and cultures of their countries.

Since the end of World War II many people from other nations have come to the U.S. to study some phase of agriculture or related industry with the assistance of MU and other universities. Some of these people pay their own costs but most of them are sponsored by a foundation or by other private or government agencies. Most of them are sponsored by the Agency for International Development (AID) or the USDA International Agricultural Development Service (IADS), formerly Foreign Agriculture Service (FAS). They come in groups from many countries, ranging in numbers from one to 50 or more at one time.

For the first few years after the war the majority of these visitors were not carefully selected in their home countries and came, at U.S. expense, on sight-seeing and pleasure tours. University faculty members objected to taking the time to entertain these visitors and university administrators throughout the U.S. objected to AID and FAS. By about 1952 arrangements had been made in most countries for American embassies or consuls general to screen prospective visitors and to approve only those who were qualified and who convinced the U.S. representatives that they were genuinely interested in studying subjects which would improve their services to their countries upon their return.

### **University of Missouri Participation in International Programs**

The visitors who came to MU during the early years of these programs often arrived on the campus with little or no prior notice of their visits and very few of them had clear ideas of what they wanted to learn or what the university could offer them. Eventually, arrangements were

made for AID and IADS to develop tentative programs of study for the foreign visitors in cooperation with the Campus Contact Officer.

Enrollment of foreign students and the sending of individual faculty members to help with educational projects abroad continued to expand at the university. In the meantime, a new development entered the picture in the mid-fifties, broad programs to help with education in specific areas of the globe.

The first and still the biggest contract program between the University of Missouri and the Agency for International Development was signed in 1957. It was an agreement to supply assistance in forming agricultural research, education and extension services in four states of India.

### **Beginning of Aid to New Independent Nations**

India and Pakistan gained independence in 1947, the first of the colonial nations to secure freedom following World War II. This ushered in a new series of programs of assistance by Americans. During President Truman's administration the agency known as the Technical Cooperation Mission (TCM) was authorized by Congress with the objective of planning and conducting programs of assistance to nations that asked for U.S. help in developing educational services for their people. The governments of the U.S. and India signed an agreement in 1950 which provided for technical aid to India through TCM. Several American universities were invited to furnish assistance, among them the University of Wisconsin at West Bengal Engineering College, Calcutta and the University of Illinois at the Indian Institute of Technology, Kharagpur.

The first report of the Joint Indo-American Team on Agricultural Research and Education\* states:

"A project for assistance to agricultural research, education and extension organization in India was developed under the technical cooperation programme between the Government of India and the Government of the United States, as Operational Agreement No. 28, signed by the representatives of the two governments on April 30, 1954.

"This project provides for various types of cooperative assistance in the agricultural research and education fields. As one major phase of the project, a joint team, consisting of five representatives of the Indian Government and their American specialists in agricultural research and education, was selected to make a comparative study of the organization, functions and operation of Indian and American agricultural research and educational institutions as a basis of developing recommendations for strengthening the program of research and education in India."

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\* Published in 1955 by the Indian Council of Agricultural Research. See Appendix for list of team members.

The team recommended that India be divided into five areas and that an American Land-Grant institution be invited to provide assistance to the colleges of agriculture and veterinary science and the research institutes in each of the areas. The major objective of the program is to assist India to become self sufficient in food production by developing agricultural research, resident teaching and dissemination of useful information to farm operators. The proposal is based on the proposition that the principles of the program which have been developed and applied so effectively in the U.S. can be adapted to conditions in India and assist materially in solving the country's food problems. The five Land-Grant institutions which accepted the invitations were Illinois, Kansas State, Missouri, Ohio State and Tennessee.

Missouri's decision to participate came after thorough study. J. H. Longwell and B. W. Harrison were sent to India by President Ellis to survey the situation, talk with TCM, Government of India and state officials and recommend whether or not to undertake the assignment. The two left Columbia August 28 and reached New Delhi September 6, 1955.

Conferences were held in New Delhi with staff members of TCM, the Indian Council for Agricultural Research and the Indian Agricultural Research Institute. Visits and conferences were held at the following locations:

<u>State</u>	<u>City</u>	<u>Institution</u>	<u>Government Agency</u>
Bihar	Patna	Veterinary College	Ministry of Agriculture
Bihar	Sabour	Agricultural College	
Bihar	Pusa	Sugar Cane Research Institute	
Bengal	Calcutta	College of Agriculture	Ministry of Agriculture
Bengal	Calcutta	Veterinary College	
Bengal	Chinsura	Rice Research Institute	
Bengal	Burdwan	Extension Training Center	
Bengal	Darjeeling	Community Development Seminar	
Bengal	Kharagpur	Indian Institute of Technology	
Assam	Jorhat	College of Agriculture	Ministry of Agriculture
Assam	Jorhat	Agricultural Research Institute	
Assam	Jorhat	Toklai Tea Research Institute	
Assam	Jorhat	Home Science Extension Training Center	
Assam	Gauhati	Veterinary College	
Assam	Shillong	Assam Research Institute	
Orissa	Bhubaneswar	College of Agriculture	



Upon returning to Columbia October 25, 1955, Dean Longwell discussed the information and impressions he had obtained concerning the proposed work in India with President Ellis and a number of Agricultural College staff members. Upon President Ellis' recommendation the Board of Curators approved discussions preliminary to entering into a contract with TCM through which the University would send staff members as requested by the Indian institutions and approved by all parties concerned. Negotiations between the University and TCM were prolonged and a contract was not finally approved and made effective until March 7, 1957.

The reasons for the delay were the multiple and complex details in the proposed contract submitted by TCM. The contract, many pages in length, was far more concerned with fiscal and legal matters than with education.

### **Duties of the University Under the Contract**

The original contract of the University with TCM included five principal segments of work.

1. The University of Missouri was to provide a faculty member\*\* to be located at each of the nine colleges in the four states. The Indian college initiated a request for a faculty member in a specific subject. The contract used the terms "technicians" to render "technical aid." The terms evidently derived from the aid programs in Europe immediately after World War II, when mechanics, electricians and other technicians were sent to Europe to render assistance in their areas of competence. The appropriate terms were "college faculty member" to assist in improving "programs of research and education."

The faculty member located at an Indian college had the responsibility of assisting the department of his specialization in teaching, research and extension work. He assisted the Indian staff to organize subject matter, teaching methods and practices and laboratory procedures; encouraged and assisted staff members to plan and conduct research which would yield information of value to farmers and to assist them to plan programs in extension in which they worked directly with farmers.

2. Help was to be given to faculty members in selecting and placing orders for laboratory equipment and materials which would be of most value in the college courses. These were paid for from contract funds.

3. Assistance was to be given college administrators in making their libraries useful to faculty and students. This included indexing the publications, getting them properly shelved, keeping the library open and

\*\* See Appendix for names of staff members.

supervising and training a staff member to serve as librarian. Needed publications were chosen, ordered, and paid for from contract funds.

4. The contract provided for selecting members of Indian college faculties, called participants,† to be sent to the University of Missouri for a year of graduate study. Upon recommendation by the University and approval by the Indian college administration, TCM and GOI, a participant's time could be extended to enable him to complete requirements for a master's or doctor's degree. The University staff members located at the Indian college assisted in selecting participants.

5. The University staff member was to acquaint the Indian college administrators and appropriate state officials with the principles which have been developed in the U.S. Land-Grant system. These principles include (a) coordination of research, resident teaching and extension under one administrator, (b) making the resident teaching program available to all young people who have the ability, desire and persistence to do college level work, (c) giving responsibility to each college teacher for the entire conduct of the courses which he teaches, including all assignments, class activities, examinations and final grades, (d) assist in developing extension programs in which college staff work directly with farmers who assist in planning extension work which they believe is most useful to them.

In case the state and college officials were sufficiently interested, University representatives were to help them in working out modifications of the Land-Grant system by which it could be adapted to conditions in the Indian state.

Dr. Arnold W. Klemme, first Chief of Party, did an outstanding job in directing the programs at the several colleges. He also worked closely with state government officials in Bengal and Orissa in developing legislation which authorizes development of rural universities.

Bengal and Orissa moved to establish this type of University. For several reasons Bengal has not carried through. Orissa has proceeded with the program and has established the Orissa University of Agriculture and Technology. Assam and Bihar have not made any change.

### **Program Concentrated at Bhubaneswar**

The University of Missouri contract with AID now provides for all work to be concentrated at the Orissa University and no Missouri staff member is now located in any of the other states.

The University of Missouri believes complete withdrawal of assistance from Assam, Bengal and Bihar is a mistake. These three states have the

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† See Appendix for names of participants.

soil and climate which are conducive to large increases in food production. But farmers do not have the technical knowledge, management ability or capital with which to improve production practices.

Development of potential increases in food production in these three states will produce surpluses which will go far to meet India's food requirements. Without assistance in the factors indicated above, little or no increases in food production will be made.

The Orissa Legislative Assembly enacted the bill which established the Orissa University of Agriculture and Technology in 1961. The bill became effective with the Governor's approval November 3, 1961. Already in existence on the same campus were two colleges, Agriculture and Veterinary Science, but they were independently administered. They became the first academic divisions of the University, which was officially dedicated in August, 1962.

Dr. Ide P. Trotter, University of Missouri staff member, arrived in India in January, 1960, at Bhubaneswar. He was very effective in assisting government officials in working out plans for the organization and administration and in securing approval of the Orissa University bill. Dr. Arnold W. Klemme, Chief of Party for the University of Missouri from October, 1957, to January, 1962, had done effective preliminary work in Orissa before Dr. Trotter arrived and gave his support to enactment of the bill.

The India program is administered on the University of Missouri campus by the Dean of the College of Agriculture, and all policy matters clear through him. In charge of detailed administration is his assistant, the Campus Coordinator. All matters relating to appointment and service of faculty members who go to India, budget preparation and control, participants and their programs, contacts with AID and other details are handled by the Campus Coordinator.

The Foreign Student Adviser, in the office of the Dean of Students, assists foreign students in many ways. He gives them information on requirements for admission to the university, assists them with problems of housing, finances, immigration office requirements, personal problems and many others.

### **Other Foreign Aid Activities of the University**

Besides the India contract described, the University has become involved in assistance with several exchange and training programs. The International Farm Youth Exchange (IFYE) has enabled a number of Missouri farm boys and girls to go to other countries and live with farm families. Young people from other countries have come to Missouri to live with farm families for several months. This program has been conducted by the Youth Division of the Extension Service.

The University YMCA has sponsored a program in which several students go to Peru during the summer where they work with underprivileged people. The Y also sponsors a model UN on the campus each year. The Y program includes campus activities in which foreign students are encouraged to participate.

During the summer of 1964, a Peace Corps training program was conducted on the University campus. The students who completed this program went to Ecuador. In the summer of 1965, a second program was conducted with two groups of trainees, one for Bolivia, the other for Nepal. A fourth group of trainees was provided with a program which prepared them for work in Thailand, during the fall of 1965.

These Peace Corps programs involved a number of University faculty and brought to the campus several citizens of the nations to which the trainees were going.

In 1965, the University of Missouri contracted with AID to provide assistance to the Government of Malawi in developing effective communications programs through the use of mass media. The University Extension Division is responsible for this program. Four staff members from the Office of the Agricultural Editor are conducting this program.

President Elmer Ellis attended the conference of university executives in India in 1962. While in Calcutta he worked out an agreement through which the University of Missouri sends to Jadavpur University, in Calcutta, a faculty member who teaches courses in one of the social studies. In 1962-63, Professor Gilbert Fite taught American history, in 1963-64 Professor Noel Gist taught sociology, and in 1964-65 Professor Robert Karsch taught Political Science. The program is financed by AID funds. Staff members from Jadavpur University have taught courses on the University of Missouri campus.

A program of Asian studies, begun in 1960, has been developed at MU. Courses offered in this program are taught by Americans and natives of Asia who are well qualified in their subjects.

The programs, contacts and relationships described above have brought about increased tolerance, at the University and throughout Missouri, toward other nations, races, religions and unfamiliar political movements.

### **Problems Experienced in Operating the Program**

In the beginning, considerable difficulty was encountered in developing a working relationship with government agencies. The legal and finance representatives of TCM who conducted contract negotiations at the start of the India project apparently believed that the University saw an opportunity to secure some easy money from the federal treasury, and

that they must guard the government's interests against this scheme; hence their insistence on provisions in the contract with which the University felt it could not comply. The University's long experience handling federal funds in the agricultural research, teaching and extension programs meant nothing to the TCM staff. Nor were they aware of the relationships through the Land-Grant Association by which the five universities maintained exchanges of information, but assumed they were dealing with five unrelated institutions which were unaware of each other's interests in India.

Recruiting staff for the positions in India, difficult at best, has been made much more difficult by the procedures required and by the way in which they have applied. The first problem is that of finding a staff member who is qualified for a particular position, who is interested in foreign work, who is willing to go for a two-year term, who can adjust his personal and family situations satisfactorily and who can arrange to leave his teaching and research work without excessive disturbance to either. Obviously, it is not possible to merely select a qualified person and assign him to the position.

Then, after a person has agreed to go, he is approved officially by the University and recommended to AID (formerly TCM), which is given detailed information concerning his qualifications and competence. He must receive clearance by the FBI for foreign service. He must be approved for the position by AID/Washington, AID/New Delhi, the Government of India, the Government of the state in which he will work and by the administration of the institution where he is assigned. This takes time and in the early years the program almost ended because of the undue delays which these numerous clearances caused. In several cases, after long delay, one of the numerous agencies would disapprove the person. In one case final approval was made by all agencies thirteen months after the initial recommendation. At one time or another each of the five U.S. universities notified AID it would make no further effort to recruit staff until the situation was corrected.

Each year representatives of the five U.S. universities hold a conference on one of the five campuses, with representatives of AID in attendance. Through this and other conferences among the universities and with AID, considerable improvement in working relations has been effected and many of the problems which have threatened to end the program have been reduced to levels which can be tolerated. The contract which the University has with AID has been renewed and revised several times and now gives the University much greater opportunity to render assistance to research and educational programs than was possible under earlier contracts.

Difficulty is also encountered in selecting and getting approval of Indian faculty members for graduate study at the University of Missouri. These "participants" are selected from a college faculty by the college administration and University of Missouri staff members. The principal factors considered in making the selections are:

1. The subject matter areas which are most in need of strengthening.
2. Capabilities of the staff members in the departments concerned.
3. Desire of staff members to do graduate work in the U.S.

Candidates for selection are interviewed by University of Missouri staff members and must be approved by the Chief of Party. Before a candidate is approved he must reach agreement with the Dean of his college and the Chief of Party concerning his course of study and the degree, M.S. or Ph.D., for which he will be a candidate at Missouri. This information, together with the participant's academic record, is sent by the Chief of Party to the Campus Coordinator, who refers the information to the Dean of the Graduate School, the department in which the participant will do his major work, the Foreign Student Adviser and the Office of Admissions. The Chief of Party also informs AID/New Delhi and AID/Washington. The Dean of the Indian College informs the proper officials in the state government, who inform officials of the Central Government in New Delhi. If all these officials approve, the participant is cleared to go.

A candidate may be disapproved by any of these officials. Occasionally, a state government or GOI official may substitute a person of his preference for one of the recommended candidates. The Chief of Party has authority to refuse approval of such substitutions.

Eventually, participants receive final approval. Upon arrival in the U.S., their expenses are paid from AID contract funds. In addition to travel this includes a per diem from which room, board and other expenses are paid. Each participant has a special allotment, with a maximum limit, which pays for books and other necessary classroom costs. University enrollment and other fees are paid from AID contract funds.

The contract with AID does not provide payment of costs to the University incidental to the participant program. These costs include purchase of special equipment and materials required in the research and teaching programs of participants and additional time required of staff members to direct research and teaching programs.

Participants usually arrive in Columbia by September 1. This allows time for them to find living quarters, meet the Campus Coordinator, their advisers and other faculty and to work out study programs for their graduate work.

Foreign students who are admitted to the University of Missouri graduate school are required to satisfy the same requirements as graduate students from U.S. institutions. In addition, foreign students must become sufficiently proficient in English to enable them to carry on classwork in that language.

In many countries college work is substantially different from that in the U.S. Many foreign students, most of whom are quite capable intellectually, are deficient in subject matter and ability to do independent work. Study habits often are not good and language difficulty adds to their problems. Usually the length of their leave and amount of money are limited. They are under considerable pressure to earn a degree within the limits of their time and budget. This causes them to want to carry heavier work loads than the majority of them are qualified to do.

Many University faculty members, who serve as advisers to foreign students have had no foreign experience. They do not understand the limitations which foreign students have, usually due to no fault of the students. Research projects which are assigned to foreign students usually are not related to the conditions under which the student will work when he returns home. In some cases University staff members resent having foreign students to work with and give them less attention than they need. On the other hand, some faculty members develop great sympathy for foreign students and, in order to assure them of a degree, hold them to lower standards of accomplishment than they do the U.S. student.

This diversity of procedure suggests the need for establishing an office in which all international education programs of the University can be administered and which will establish policies governing all University-international education affairs. The Dean of Extra-Divisional Administration might give general supervision to this office. Each academic division which has a foreign program would be responsible for carrying on the details of its program.

Great differences exist between living conditions, customs and habits in India and the U.S. Similar wide differences exist between practices and procedures in Indian and U.S. colleges. Hence some time is needed to enable participants to become adjusted to their new surroundings.

A hoped for development that Indians and American students would associate informally and come to understand and appreciate each other has not been realized to a desirable degree. Among the reasons for this situation, the following are evident.

American students, living in familiar and customary surroundings, are not aware of or much concerned with the need of foreign students to become acquainted with their new surroundings. Undergraduates are younger than the Indians and, therefore, less likely to take the initiative

with the older foreign students. Graduate students who often associate in the same classes with foreign students and are nearer the same age do intermingle to some degree with foreign students. Many American students retain some degree of reservation toward Indians because of their skin color, mannerisms, ways of speaking English and the fact that they are from another country.

Indian students not only are older, usually, than their American classmates; the majority of them are not accustomed to associating freely with others whose social status is unknown to them. Also, they are faculty members in India and Indian faculty members do not associate informally with students.

Indians have a strong tendency to associate together, in housing, food preparation, amusement and recreation and other activities.

The first participants to arrive under the contract were housed in University dormitories. This arrangement ended in less than one month by demand of both Indians and Americans. The Indians are quite reluctant to share bath and toilet facilities with others. They dislike sharing rooms with Americans. The food served in dining halls was so different from that to which they were accustomed they would not eat it.

American students objected to body odors which result from Indian customs that call for less frequent bathing and laundering. They also objected to the tendency of the Indians to assemble in rooms or hallways and talk loudly and at length.

The Indians were distributed around in private rooming and boarding houses after this. But in a short time they had congregated in low cost housing where they could associate together and buy and prepare their own food.

Helping offset the lack of natural mixing with Americans, a number of faculty members invite participants to their homes for meals and informal social relationships. The Cultural Association of India includes participants and all other Indian students. This group works with other International Student groups and American students to conduct social programs, recreational activities and exhibitions.

Other types of problems arose within the new university in India. The organization and administration provided in the legislative act for Orissa University are so different from the procedures to which Indians are accustomed that considerable difficulty is being encountered in establishing the institution.

Indian colleges have been developed principally along British organization patterns. They provide college programs mainly for students whose families can afford to pay the costs of college education. The curricula and courses include mainly the arts and humanities with some science.



Subject matter included in curricula is not intended to prepare graduates to work in a specific area. A college degree has great value as a status symbol.

Indian college administrators and faculty have difficulty in breaking away from the established fixed curricula and courses and replacing much of the program with elective courses which enable students to prepare for careers in specific subject matter areas. Each college faculty dislikes to relinquish its library for a central university library; or to permit registration through a university registrar's office; or to permit teaching all basic science courses in a university science department.

The belief that the privilege of acquiring college degrees should be restricted to a select few is strongly held. The idea that making college education available to each person who is intellectually competent and willing to do the work required to earn a college degree will raise the level of competence and productivity of the population is difficult for Indian educators to accept.

The task of conveying the principles of Land-Grant education philosophy to Indians is a difficult and long term one. It has to start at the present gross inadequacy of elementary and secondary education. Direct control of colleges by the state government is involved. The Orissa University Bill provides for a Board of Management which includes state government officials and non-government citizens. Even this partial separation from government control is not acceptable to some of the state officials.

Due to the practice in Indian colleges of placing faculty members in subject matter departments other than those for which they are trained, the faculty member may lose much of the benefit of his graduate study and the institution is deprived of the most effective service of the faculty member. The rigid seniority system followed in Indian colleges usually prevents junior staff from suggesting changes or questioning their senior's policies or procedures. The foregoing practices often reduce the value of the participants' graduate programs personally and in the benefits which the colleges could derive from their increased competence.

Indian college libraries generally have been considered repositories where publications are preserved and protected. Usually the publications are not indexed or classified; they are often kept behind locked doors and very little access to them is permitted. Seldom is any staff member trained to operate a library. Missouri staff members have encouraged and assisted college staff members to develop some degree of organization and supervision of libraries, to delegate someone to be in charge of the library and to permit access by faculty and students. Some of the participants have received training in library operation while in the U.S.

A university library building is planned for construction at Orissa University.

In spite of the handicaps, the net effect of the participant program is on the positive side. A total of 97 participants have come to the University from the nine colleges. Fifteen have earned Ph.D. degrees, 72 M.S. degrees and 8 have not received degrees.

Nearly all of these men have returned to their original positions; a few have been promoted. As of January, 1966, nine participants are candidates for degrees. Those who have returned to and remained in the same or similar positions have benefited from their graduate study through increased knowledge in the subject matter areas. They also have acquired some degree of understanding of the Land-Grant philosophy.

### **Benefits to the University from Foreign Aid Programs**

A major value which can be derived by the University from participation in programs of international education is the development on the campus of research and teaching programs which bring to the University greater understanding of other parts of the world. Faculty members who have returned from foreign assignments can develop courses and curricula which permit students to be well informed about other nations and which may stimulate them to participate in foreign programs after they graduate.

### **Reasons for Support of International Programs**

Americans are gradually becoming aware that the people in developing nations live in the same world with us. We are coming to realize that they are important in the world's political, social and economic affairs. Recently released from their long colonial status, they now struggle to establish stable governments. The idea of democratic government holds strong appeal for them, yet their backgrounds of tribalism, feudalism, domination by colonial powers and consequent lack of knowledge of and experience in self government in a democratic manner leaves them to the mercy of indigenous, self-interested politicians and to exploitation by representatives of political philosophies who promote confusion and disruption.

The United States cannot exist isolated from the rest of the world. If for no other reason than the selfish one of wanting other nations to develop as peaceful members of a progressive world community, we are justified in giving assistance to the people of new nations who must learn to govern themselves and develop their own resources to their best advantage. Nor can we avoid adopting the humanitarian attitude toward these people which is an integral part of our national heritage.

Through close and friendly relationships with other nations, we derive cultural benefits as personnel and ideas are exchanged and economic values as we exchange the products of industry.

The Rockefeller Brothers Fund report, "The Power of the Democratic Idea," points out: "Mankind is going through one of its most fateful moments. Throughout the world there are people who have never counted in the affairs of their society, whose powers have never been tested or used, and whose feelings have never been trusted or given a full measure of respect. They are emerging from their ancient condition. Never before have so many men and women had the chance to live in hope, and never before has there been the chance to release so much human intelligence, talent and vitality. The democratic vision is the reason why the chance exists."

### **Suggestions for "Institution Building"**

A contract between a U.S. Land-Grant university and AID, which provides for the university to render technical assistance to a university in a foreign nation, includes "institution building" as one of the principal objectives to be attained.

Institution building involves two principal and related lines of action.

1. Establishing and developing the pattern of organization which is best adapted to the conditions that exist in the foreign country and which can best accomplish the objectives of higher education for the country.

2. Developing the specific subject matter areas in which research and teaching programs will serve the principal needs of the country.

The first line of action is mainly of concern to the administrators of the U.S. university. These administrators should make a thorough study of research and educational programs which already exist in the foreign country. This study should include the relationships of the research and educational programs to each other and the state and federal government agencies. Inquiry should be made as to whether or not government personnel who administer educational institutions are amenable to change. Similar information should be obtained concerning attitudes of university administrators and staff toward continuing existing organization.

The U.S. university administrators should discuss the proposed assistance program in detail with the foreign university administrators and with government personnel who will be involved. These discussions should lead to agreement on general policies and procedures which will govern the operation of the program.

The U.S. university also should become familiar with the agricultural practices and problems of the foreign nation. After the administrators have

reached some conclusions about specific subject matter areas that need emphasis, staff members in those areas from the U.S. university should be called in to study these areas in detail. After this has been done the U.S. university and the foreign university administrators should reach agreement concerning the subject matter areas which are to receive assistance in the program.

Provision should be made in the agreement between the U.S. university and the foreign university administrators for annual review of the program and modifications based on the annual review.

It is obvious that the U.S. university administrators have quite different interests in a foreign aid program from those of staff members who will do the actual work called for in the contract. The different interests of the two groups should be recognized and provided for.

The university administrators believe that their institution is capable of rendering the services called for in the U.S. AID agreement; they believe the university has some obligation to share its competence in the world wide program of research and education being conducted by the U.S.; they feel the university should not be outdone by other universities which are operating programs in other countries; they are tempted by the additional money which will be derived from the contract overhead; and they anticipate accrual of certain advantages to the university such as enhanced reputation for the institution and development of broader perspectives by the faculty.

Individual staff members see the contract from a considerably different point of view. The following are important considerations which enter into the faculty member's decision on accepting a foreign assignment. When the individual is first asked to consider going on a foreign assignment under the university contract, he thinks of it in terms of his own subject matter interest.

By numerous criteria such as development and maintenance of reputation among his colleagues, advancement in rank and salary, qualifying for the benefits and prerequisites offered by the institution and opportunities to develop his own capacities for research and teaching, each faculty member considers himself directly responsible to the university for which he works. When he accepts an assignment for work in another country in a program for which his university has contracted with US/AID, he remains a member of the university faculty, subject to its policies and due its benefits and privileges.

Specific factors which each faculty member will consider when deciding whether or not to accept a foreign assignment include:

1. Effects which living in a foreign country will have on his family,

his children's education, adjustment to a new environment, sanitary conditions and housing.

2. Becoming acquainted with the foreign nation's people, their customs and conditions of living.

3. Acquisition of new ideas which may improve his competence in research and teaching.

4. Increase in salary and income tax advantage for foreign service.

5. Possible neglect by his university to accord him advances in rank and salary comparable to his colleagues who remain on the campus.

6. Learning a new language, university organization and procedures.

7. Establishment by home campus of satisfactory two way communication, by which he can receive needed information from the university and can inform them of his accomplishments and needs.

Each faculty member usually looks at the prospective foreign assignment from the point of view of his personal advantage in the area of his own subject matter. It is the exceptional staff member who is sufficiently familiar with or interested in the broad university program of assisting in building a university in a foreign country.

Participation by a U.S. university in international education programs is sufficiently important to justify the establishment of an organization with competent administration to conduct a high quality operation.

One of the first activities of the organization should be a program of information to acquaint all faculty members in the divisions which are to be affected who are to participate in the foreign program. This communication activity should be planned to inform and to develop an atmosphere of interest and desire to participate in the program. Advantages of participation should be emphasized, yet the disadvantages to the individual should not be withheld.

Benefits to U.S. staff members include:

1. Broadening faculty viewpoints in world experience and knowledge.

2. Personal satisfaction in contributing to programs which assist people of other nations to raise the level of education and economy.

3. Opportunity to carry on professional interests in a different environment.

4. Becoming familiar with the culture, language, economy and social customs of other nations.

Continued expansion, for a number of years, in international education is quite evident. This will include both increased participation by U.S. university faculty members and larger numbers of foreign faculty and students coming to the U.S. universities.

## **Recommendation for University of Missouri**

The extent to which the University is now involved in programs of international education and the number of students from other nations who attend the university are strong reasons for establishing a university division which will coordinate and supervise these activities.

Establishment by the University of a "School of International Education" may be desirable. This school would have authority and responsibility for supervision of all programs which involve the university and institutions in other nations, whether under US/AID contract, foundation or other sponsorship. It would also coordinate all programs dealing with research or teaching in which foreign staff members and students are involved on the campus.

Curricula such as the one in Asian Studies, or in International Agriculture or International Engineering can be established in the respective divisions of the university. Appropriate courses already being offered and additional courses specifically planned for these curricula can be included. These will offer interested students the opportunity to prepare for foreign service in industrial or government work.

Faculty members who have participated in research or educational programs in other countries can be the core around which the curricula can be developed. Other faculty members should be encouraged to develop an interest in international education.

The budget for this school may be obtained in part from the overhead derived from US/AID and other contracts, but a substantial part should be local funds which can be depended upon to be available regularly.

## **APPENDIX**





UNIVERSITY OF MISSOURI ADMINISTRATIVE OFFICIALS IN INDIA

<u>Name</u>	<u>Reasons for Visit</u>	<u>Time</u>
Longwell, J. H.	Consult with AID, GOI, State Government Officials and Principals and staff at Agricultural and Veterinary Colleges in Assam, Bengal, Bihar and Orissa to secure information on which to base decision whether to participate in program.	September, October, 1955
Harrison, B. W.	Same as above.	September, October, 1955
Longwell, J. H.	*Executive visit.	November, 1958–February, 1959
Ellis, Elmer	Executive visit.	December, 1959–January, 1960
Andrae, Henry (Board of Curators member)	Executive visit.	December, 1959–January, 1960
Caldwell, J. C.	Executive visit.	December, 1960–January, 1961
Kiehl, Elmer R.	Executive visit.	January–February, 1962 1964 and 1965
Schwada, John W. and Wilkening, Walter T.	Executive visit.	February, 1966

\*An administrator of each of the five Land-Grant universities goes to India, usually in January or February each year, to attend a conference with AID and GOI officials in New Delhi and to confer with university staff, college officials and state government officials in states where the United States universities have programs. No one went from the campus in 1963. F. E. Rogers, Chief of Party, represented the University at the conference in New Delhi.

UNIVERSITY OF MISSOURI STAFF IN INDIA, AID CONTRACT

<u>Name</u>	<u>Location</u>	<u>Institution</u>	<u>Position</u>	<u>Arrived in India</u>	<u>Returned to U. S.</u>
Klemme, A. W.	Calcutta		Chief of Party	Oct., 1957	Home leave May 4, 1960
				Aug., 1960	Jan., 1962
Stevens, C. E.	Jorhat	Assam Agr. College	Agr. Engineer	Feb., 1958	Dec., 1959
Ulrey, O.	Ranchi	Ranchi Agr. College	Agr. Economist	Aug., 1958	May, 1962
Davis, E. H.	Calcutta	Bengal Agr. College	Agr. Engineer	Dec., 1959	Dec., 1961
Trotter, I. P.	Bhubaneswar	Orissa Agr. College	Adm. Adviser	Jan., 1960	Home Leave Dec., 1961
				Jan., 1962	Dec., 1963
Wilkening, W. T.	Sabour	Bihar Agr. College	Extension	April, 1960	May, 1962
Wood, H. W.	Gauhati	Assam Vet. College	Veterinarian	Sept., 1960	Aug., 1962
Kinder, Q. B.	Jorhat	Assam Agr. College	Poultry Spec.	Sept., 1961	June, 1963
Rogers, F. E.	Calcutta		Chief of Party	July, 1962	June, 1964
Meeker, C. R.	Bhubaneswar	Orissa University	Extension	Sept., 1962	Home Leave June, 1964
				Sept., 1964	
Poehlman, J. M.	Bhubaneswar	Orissa University	Adviser to Re- search Dir.	July, 1963	April, 1965
				Nov., 1965	Feb., 1966
Johnston, P. E.	Bhubaneswar	Orissa University	Agr. Engineering	Jan., 1964	July, 1965

<u>Name</u>	<u>Location</u>	<u>Institution</u>	<u>Position</u>	<u>Arrived in India</u>	<u>Returned to U. S.</u>
Parker, M. M.	Bhubaneswar	Orissa University	Farm Tools	June, 1964	
McKinsey, J. W.	Bhubaneswar	Orissa University	Chief of Party and Adm. Adviser	June, 1964 Nov., 1964	
Ricketts, Ralph L.	Bhubaneswar	Orissa University	Agr. Engineer	April, 1966	June, 1966
Jones, M. M.	Bhubaneswar	Orissa University	Agr. Engineer	April, 1966	June, 1966
Crenshaw, W. W.	Bhubaneswar	Orissa University	Vet. Medicine	May, 1966	
Funk, E. M.	Bhubaneswar	Reviewed program of University of Missouri, needs of Orissa University and made recommendations.		March, 1965	
Lionberger, H. F.	Bhubaneswar				
Rhodes, V. J.	Bhubaneswar				

### Members of the first Indo-American Team

1. Shri K. R. Damle, ICS  
Vice President, ICAR and Ex-officio  
Additional Secretary, Ministry of Food and Agriculture, Chairman
2. Dr. B. U. Uppal  
Agricultural Commissioner with GOI
3. Dr. Laxi Sahai  
Director, Indian Veterinary Research Institute
4. Dr. H. K. Nandi  
Director of Agriculture  
Government of West Bengal
5. Shri J. V. A. Nehemiah, M.A.  
Secretary, ICAR and Ex-officio  
Deputy Secretary, Ministry of Food and Agriculture
6. Dr. E. E. Leasure, Dean  
College of Veterinary Medicine  
Kansas State University
7. Dr. R. E. Buchanan, Director Emeritus  
Agricultural Experiment Station  
Iowa State University
8. Dr. A. H. Moseman  
Rockefeller Foundation, New York

# INDIANS WHO HAVE DONE GRADUATE WORK AT THE UNIVERSITY OF MISSOURI

## AGRICULTURAL ECONOMICS

<u>Name</u>	<u>School</u>	<u>Adviser</u>	<u>Degree or Non-Degree</u>
B. C. Hota	Orissa U. (Orissa)	F. E. Justus	Ph. D.
A. Misra	Orissa U. (Orissa)	F. E. Justus	M. Sc.
M. Bhattacharyya	Assam Agr. (Jorhat)	F. E. Justus	M. Sc.
D. K. Singh	Ranchi Agr. (Bihar)	F. E. Justus	M. Sc.

## AGRICULTURAL ENGINEERING

K. C. Das	Orissa U. (Orissa)	R. P. Beasley	M. Sc.
J. D. Padhi	Orissa Agr. (Orissa)	D. B. Brooker	M. Sc.
S. P. Maity	Birla Agr. (Bengal)	R. P. Beasley	M. Sc.
H. H. Panda	Orissa U. (Orissa)	C. LeRoy Day	Ph. D.

## ANIMAL HUSBANDRY

A. N. Chakraborty	Bengal Vet. (Calcutta)	John F. Lasley	M. Sc.
Nanda Kisor Das	Bengal Vet. (Calcutta)	Wm. F. Pfander	None
Satya N. Pani	Orissa U. (Orissa)	John F. Lasley	M. Sc.
P. K. Harichandan	Orissa U. (Orissa)	John F. Lasley	M. Sc.

## BOTANY

P. C. Paricha	Orissa U. (Orissa)	J. Levitt
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## DAIRY HUSBANDRY

Krishna Pal Singh	Ranchi Agr. (Bihar)	Harold D. Johnson	M. Sc.
Maheswar Mishra	Orissa Vet. (Orissa)	Wm. H. E. Reid	M. Sc.
Kashi Prasad Sinha	Sabour Agr. (Bihar)	J. E. Edmondson	M. Sc.
Bishnu K. Das	Orissa U. (Orissa)	F. A. Martz	M. Sc.
Umesh C. Patnaik	Orissa U. (Orissa)	J. R. Campbell	M. Sc.
Narendra N. Prasad	Bihar Vet. (Patna)	J. R. Campbell	M. Sc.

## ENTOMOLOGY

J. M. Satpathy	Orissa U. (Orissa)	P. C. Stone	M. Sc.
Dr. N. G. Dutt	Kalyani Agr. (Bengal)	P. C. Stone	None

ENTOMOLOGY (cont.)

<u>Name</u>	<u>School</u>	<u>Adviser</u>	<u>Degree or Non-Degree</u>
M. Sharifullah	Assam Agr. (Jorhat)	C. C. Blickenstaff	M. Sc.
B. M. Patnaik	Orissa U. (Orissa)	H. E. Brown	M. Sc.
C. S. Roy	Ranchi Agr. (Bihar)	M. L. Fairchild	M. Sc.
S. S. P. Sinha	Sabour Agr. (Bihar)	M. L. Fairchild	Ph.D.

EXTENSION

L. Misra	Orissa U. (Orissa)	F. E. Rogers	M. Sc.
D. Sarker	Birla Agr. (Bengal)	F. E. Rogers	M. Sc.
M. D. Sarma	Assam Agr. (Jorhat)	F. E. Rogers	M. Sc.
A. N. Sinha	Sabour Agr. (Bihar)	F. E. Rogers	M. Sc.
M. Hamid	Ranchi Agr. (Bihar)	Stirling Kyd	M. Sc.
T. N. Borgohain	Assam Vet. (Gauhati)	Stirling Kyd	M. Sc.
M. S. Sahoo	Orissa U. (Orissa)	Stirling Kyd	M. Sc.
L. N. Kar	Orissa U. (Orissa)	H. F. Lionberger	M. Sc.
S. K. Mukhopadhyay	Kalyani U. (Bengal)	Stirling Kyd	M. Sc.
G. Rajaguru	Orissa U. (Orissa)	R. K. Price	M. Sc.
K. N. Rout	Orissa U. (Orissa)	R. K. Price	M. Sc.

FIELD CROPS

R. Prakash	Sabour Agr. (Bihar)	E. Sears	M. Sc.
D. P. Srivastava	Ranchi Agr. (Bihar)	J. M. Poehlman	Ph.D.
N. R. Panigrahi	Orissa Agr. (Bihar)	J. M. Poehlman	Ph.D.
B. C. Barthakur	Assam Agr. (Jorhat)	J. M. Poehlman	M. Sc.
D. N. Borthakur	Assam Agr. (Jorhat)	J. M. Poehlman	Ph.D.
P. K. Chatterjee	Birla Agr. (Bengal)	E. Peters	M. Sc.
M. N. Shahani	Ranchi Agr. (Bihar)	J. D. Baldrige	M. Sc.
K. C. Misra	Orissa U. (Orissa)	Hale Fletchall	None
H. K. Mohanty	Orissa U. (Orissa)	P. J. Loesch, Jr.	M. Sc.
P. K. Panigrahi	Orissa U. (Orissa)	J. D. Baldrige	None
C. Sen	Kalyani (Bengal)	T. D. Wyllie	N.D.
R. S. Singh	Ranchi Agr. (Bihar)	O. H. Calvert	N.D.
Dr. S. B. Chattopadhyay	Birla Agr. (Bengal)	E. L. Pinnell	None - (Research)

## HORTICULTURE

<u>Name</u>	<u>School</u>	<u>Adviser</u>	<u>Degree or Non-Degree</u>
G. Parida	Orissa U. (Orissa)	A. D. Hibbard	M. Sc.
Gopal C. Das	Orissa U. (Orissa)	D. D. Hemphill	M. Sc.
Sankar Mukhopadhyay	Kalyani U. (Bengal)	D. F. Millikan	Ph.D.
Akshama K. Saha	Kalyani U. (Bengal)	D. D. Hemphill	Ph.D.
Ramesh C. Das	Orissa U. (Orissa)	V. N. Lambeth	Ph.D.
S. Barooah	Assam Agr. (Jorhat)	D. D. Hemphill	M. Sc.
S. K. Addy	Orissa U. (Orissa)	R. N. Goodman	M. Sc.

## POULTRY DEPARTMENT

Ubedur Rahman	Assam (Gauhati)	E. M. Funk	M. Sc.
B. T. Banerjee	Bengal Vet. (Calcutta)	E. M. Funk	M. Sc.
Prabhakar Mohanty	Orissa U. (Orissa)	Q. B. Kinder	
N. C. Panda	Orissa U. (Orissa)	J. E. Savage	M. Sc.
L. C. Bora	Assam Agr. (Jorhat)	E. M. Funk	M. Sc.

## SOILS

Hari Har Sinha	Ranchi Agr. (Bihar)	C. E. Marshall	Ph.D.
B. P. Srivastava	Sabour Agr. (Bihar)	W. A. Albrecht	Ph.D.
P. C. Ghosh	Orissa U. (Orissa)	C. E. Marshall	M. Sc.
Bishnupada Mandal	Birla Agr. (Bengal)	G. Wagner	M. Sc.
Abani K. Sarma	Assam Agr. (Jorhat)	C. M. Woodruff	M. Sc.
A. K. Mukhopadhyay	Kalyani U. (Bengal)	G. E. Smith	Ph.D.
Niranjan Panda	Orissa U. (Orissa)	C. M. Woodruff	Ph.D.
K. C. Bisoy	Orissa U. (Orissa)	C. M. Woodruff	M. Sc.

## SCHOOL OF VETERINARY MEDICINE

Bibekananda Sahoo	Orissa Vet. (Orissa)	Cecil Elder	M. Sc.
Parikshit C. Das	Assam Vet. (Gauhati)	A. W. Uren	M. Sc.
Allaudin Ahmad	Bihar Vet. (Patna)	A. W. Uren	M. Sc.
P. B. Kuppawamy	Bihar Vet. (Patna)	G. C. Shelton	M. Sc.
Madhusedan Das	Bengal Vet. (Calcutta)	Cecil Elder	M. Sc.

SCHOOL OF VETERINARY MEDICINE (cont.)

<u>Name</u>	<u>School</u>	<u>Adviser</u>	<u>Degree or Non-Degree</u>
Saroj K. Mukherjee	Bihar Vet. (Patna)	A. W. Uren	M. Sc.
Ananta Mishra	Orissa Vet. (Orissa)	D. C. Blenden	M. Sc.
Priya R. Ghose	Assam Vet. (Gauhati)	J. E. Weinman	
Dina B. Mukherjee	Bengal Vet. (Calcutta)	E. F. Ebert	M. Sc.
B. N. Thakuria	Assam Vet. (Gauhati)	H. E. Dale	M. Sc.
Jib. N. Mohanty	Orissa Vet. (Orissa)	A. A. Case	M. Sc.
G. K. RoyChoudhury	Assam Vet. (Gauhati)	A. A. Case	M. Sc.
P. K. Baruah	Assam Vet. (Gauhati)	A. A. Case	M. Sc.
Abdur Raquib	Assam Vet. (Gauhati)	A. A. Case	M. Sc.
Sudarshan Sahu	Orissa Vet. (Orissa)	A. A. Case	M. Sc.
J. S. Ahluwalia	Bihar Vet. (Patna)	H. C. McDougle	M. Sc.
Man M. Singh	Bihar Vet. (Patna)	A. A. Case	M. Sc.
Parimal K. Sinha	Bengal Vet. (Calcutta)	M. H. Ivey	Ph. D.
Lakshminarayan Das	Orissa Vet. (Orissa)	A. A. Groth	M. Sc.
Anirudha Prasad	Bihar Vet. (Patna)	H. E. Dale	M. Sc.
Purnananda Mukherjee	Bengal Vet. (Calcutta)	R. C. McClure	M. Sc.
Harendra N. Sharma	Assam Vet. (Gauhati)	A. A. Case	M. Sc.
Nandakishore Dutta	Orissa U. (Orissa)	H. C. McDougle	M. Sc.
Ram S. Patnaik	Orissa Vet. (Orissa)	Cecil Elder	M. Sc.
J. N. Panda	Orissa U. (Orissa)	H. E. Dale	M. Sc.
Devendra N. Das	Orissa U. (Orissa)	G. C. Shelton	M. Sc.
L. M. Tata	Orissa U. (Orissa)	A. A. White	

TRAINED ELSEWHERE OR SPECIAL VISITORS

Basudeo Singh	Bihar Agr. (Ranchi)	Trained at Rutgers	M. Sc.
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Special Visitors:

Dr. Kartic C. Mukherjee Bengal Vet.

Dr. B. C. Roy Bengal  
Chief Minister



TRAINED ELSEWHERE OR SPECIAL VISITORS (cont.)

<u>Name</u>	<u>School</u>	<u>Adviser</u>	<u>Degree or Non-Degree</u>
<u>Special Visitors:</u>			
Dr. Dharendra Mohan Sen	Bengal		
Chinmoy K. Ray Sec. Agr.	Bengal		
Dr. Hans Raj Kapur	Bihar Vet. College		
Dr. M. C. Das	Assam Agr.		
Dr. S. R. Barooah	Assam		
V. C. Matthews	Orissa		
Dr. H. K. Nandi	Bengal		
Dr. DasGupta	Bengal		
Dr. K. Ramiah	Orissa		

SUMMARY  
(January 27, 1966)

Participants

	Degrees		<u>No Degree</u>	<u>Cand.</u>	<u>Total</u>
	<u>M. S.</u>	<u>Ph. D.</u>			
Assam	15	1	1	--	17
Bengal	10	4	4		18
Bihar	16	4	1	--	21
Orissa	31	6	2	2	41
	<u>72</u>	<u>15</u>	<u>8</u>	<u>2</u>	<u>97</u>

Official Visitors

Assam 2  
Bengal 6  
Bihar 1  
Orissa 2  
11

REFERENCES ON FILE IN THE OFFICE OF  
CAMPUS COORDINATOR

Semi-annual reports, Chief of Party:

1. November 1, 1957—June 30, 1958
2. July 1, 1958—October 1, 1958
3. October 1, 1958—March 31, 1959
4. April 1, 1959—September 30, 1959
5. October 1, 1959—March 31, 1960
6. April 1, 1960—September 30, 1960
7. October 1, 1960—April 1, 1961
8. April 1, 1961—September 30, 1961
9. October 1, 1961—March 31, 1962
10. April 1, 1962—September 30, 1962
11. October 1, 1962—March 31, 1963
12. April 1, 1963—October 31, 1963
13. November 1, 1963—April 30, 1964

May 1, 1964—October, 1964

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1. University of Illinois, Allerton Park—October 9-10, 1957
  2. Kansas State University, Manhattan, Kansas—October 13-14, 1958
  3. Ohio State University, Columbus, Ohio—December 2-3, 1959
  4. University of Missouri, Columbia, Missouri—October 10-11, 1960
  5. University of Tennessee, Knoxville, Tennessee—October 19-20, 1961
  6. University of Illinois, Allerton Park—September 4-6, 1962
  7. Kansas State University, Manhattan, Kansas—September 11-13, 1963
  8. Ohio State University, Columbus, Ohio—August 12-14, 1964
  9. University of Missouri, Columbia, Missouri—July 26-28, 1965
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