

Students Enrolled. The group of twenty-four students included three

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enrolled in Agricultural Education, five in Business Education, three in Home Economics Education and thirteen in Industrial Education as follows: 25X1A2g

Economics Education and thirteen in Industrial Education as follows:

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Agricultural Education

<u>Name & Position</u>	<u>Country</u>
Maija-Liisa Ahtela (Miss), Teacher of Horticulture, College of Home Economics, Jarvenpaa	Finland
Constancio Torres Medrana, Acting Supt., Mountain National Agricultural School	Philippines
Spyros Selianitis, In Charge Rural Youth Movement, Greek Ministry of Agriculture	Greece

Business Education

Gertraud Franziska Berner (Miss), Teacher of English and German Languages and Business Correspondence at the Commercial High School of Linz	Austria
Kirsti Liisa Cronhjort (Mrs.), Teacher, Commercial College of the Finnish Businessman	Finland
Anton Alois Habelt, Teacher of Commercial Subjects, Vienna	Austria
Olaf Leonard Benjamin Kran, President of Oslo Commercial College	Norway
Jean Smets, Inspector of Commercial Schools with the Belgian Office of Education	Belgium

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Home Economics

<u>Name & Position</u>	<u>Country</u>
Lea Tuulikki Enckell (Mrs.), Teacher of Home Economics and Elementary School Teacher, Helsinki	Finland
Daw Toke Gale (Miss), Deputy Inspectress of Schools, Taunggyi	Burma
Daw Hnit (Miss), Teacher and Assistant to the Principal in General Administration at the Girls' High School, Kemmendine	Burma

Industrial Education

Shmuel Avital, Teacher of Mathematics, Merchant Marine School and Trade School, Haifa	Israel
Hermogenes F. Belen, Supervisor of Industrial Education, Manila	Philippines
Santosh Kumar Bhanja, Superintendent and Lecturer in the Cottage Industries Training Section of the Visva Bharati University	India
Yusuf Demirmen, Section Director, Vocational Education of Ministry of Education	Turkey
Syed Shahabuddin Desnavi, Principal, Saboo Siddik Technical Institution, Bombay	India
Giuseppe Dilda, Professor of Electronics and Measurements, Institute Technico Industriale	Italy
Dov Graditor, Instructor of Practical Mechanics and Toolmaking, Shewach Trade School	Israel
Kare Eugene Frolich Hanssen, Lecturer and Supervisor, Laboratory Courses and Curriculum Planning at Oslo Tekniske Skole	Norway
Misbahul Haq, Headmaster, Government of Pakistan Technical High School, Karachi	Pakistan
Per Norderhaug, Theory and Laboratory Teaching at Statens Teknologiske, Institutt	Norway
Albino Ruben de la Rosa, Professor of Spanish, Instituto de Artes Mecanicas	Panama

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<u>Name & Position</u>	<u>Country</u>
Mahmud Hussain Shoukry, Director of Technical School, Baghdad, Iraq	Iraq
Cafer Tanyeri, Teacher, Technical Teachers Training School	Turkey

Formal Courses. Members of the group were enrolled in regularly scheduled courses in the four specialized areas except that one course, "Seminar in Vocational Education", was scheduled in which only members of the group of students from other countries were enrolled.

From the point of view of both regular students enrolled at the college and members of the group of students from other countries, there were many advantages in having the students from other countries enrolled in the same courses with the regular students. It provided an enriching experience for both the regular students and the students from other countries. The "Seminar in Vocational Education", enrollment in which was limited to students from other countries, served a very effective purpose in coordinating the off-campus field activities with the work of the courses on campus and in providing an opportunity for the consideration of any special problems of interest to the group as a whole.

The plan of enrolling the members of the group in regular courses made it possible also to develop a program of coursework for each individual in the group which would best meet his needs. Types of courses in which members of the group were enrolled are (1) Curriculum Construction; (2) Trade and Job Analysis; (3) Philosophy of Vocational Education; (4) Vocational and Educational Guidance; (5) Adult Education: Organization, Types and Methods; and (6) Seminar in Vocational Education.

To the extent possible, members of the group were enrolled in formal coursework on Friday, Saturday, Monday, and Tuesday, leaving Wednesday and Thursday of each week free for field visitations.

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Field Visitations. Supervised field work included visits to vocational and technical schools of the area, junior high schools and senior high schools, trips through industrial plants, a tour through several farms and visits to farm homes, visits to service clubs, a visit to Rockview Penitentiary, a visit to the Bloomsburg Fair, as well as the famous Farm Show held annually in Harrisburg, Pennsylvania, and participation in conferences of various kinds.

Visits to Schools. The visits to schools included a series of visits to the Williamsport Technical Institute in Williamsport; junior and senior high schools in State College, Williamsport, Clearfield and Tyrone; and vocational schools in Hershey, Clearfield, Tyrone and Pittsburgh. Certain members of the group, visited in smaller groups, various specialized phases of educational programs in other towns and cities in the area.

Visits to Industrial Plants. Trips to industrial plants included a trip through the Philco Manufacturing Company in Watsonstown; the Bethlehem Wire Rope Plant in Williamsport; the C. A. Reed Company in Williamsport; the Clearfield Foundry Corporation, Clearfield Fur Company, Kurtz Brothers Supply Factory, and Harbison-Walker Refractories Company in Clearfield; the Huber Colliery of the Glen-Alden Coal Company, the General Cigar Factory and the Blue Ribbon Cake Company in Kingston, Pennsylvania; and the Westinghouse Manufacturing Company in Pittsburgh, Pennsylvania.

Visits to Farms and Farm Homes. Trips to farms and farm homes included a tour through farms in Centre County under the direction of the County Agricultural Agent. Many farm homes were also visited.

Visits to Campus Programs. Group tours were arranged for visitations through various phases of the campus program including a tour of the School of Agriculture, its various buildings, both on the campus and on the College farm; trip through the Garfield Thomas Water Tunnel, the largest experimental water tunnel in world; a tour of the Agricultural Extension Services; a tour of the Main Library and other points of interest on the campus.

Attendance at Conferences. Members of the group attended a number of conferences including the Fifth Annual Conference on Industrial Education conducted by the Department of Industrial Education at the College; the Annual Convention of the American Vocational Association held in Boston, Massachusetts; the District Conference of the Pennsylvania State Education Association held in Williamsport; the meetings of the Cosmopolitan Club at the College; the American Legion; the Labor Union of the Titan Metal Manufacturing Company at Bellefonte; Service Clubs, including both the Rotary Club and Kiwanis Club, in State College, Tyrone, Altoona, Clearfield, and Kingston and various other types of meetings arranged especially for members of the group from other countries on the College campus.

College Activities. The group witnessed the College football games and participated in meetings of the Penn State Christian Association, the Cosmopolitan Club, Phi Delta Kappa, and other student activities on the Campus.

Entertainment in Homes. Members of the group were entertained in a number of homes, in several cases the entire group being entertained at the same time; in many other cases individual members of the group being entertained at various homes in State College and elsewhere in the area.

Vacation and Holiday Periods. During the vacation period at Thanksgiving time and Christmas time, members of the group combined sightseeing trips with visitations through school programs in other areas including trips to Buffalo Niagara Falls, New York City, the T.V.A. at Knoxville, Tennessee, and other points throughout the country.

Student Reaction to the Program. At the conclusion of the program, members of the group were requested to submit in writing brief statements on (1) "What I like in the United States" and (2) "What I dislike in the United States". Materials submitted by members of the group on these two questions will be found in the following:

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Things I like in the United States

Student A --

1. The free and democratic practices which prevail in every aspect of American life and consequently the respect for the individual.
2. The dignity of labor and consequently the capital-labor relations.
3. The remarkable organizing and planning ability leading to a high degree of efficiency.

Student B --

1. Highly mechanized way of living in the country, in the city, on the farm and in the home.
2. The well-started long-range school building program.
3. Good way of helping the poor and the helpless very old people as shown in the different counties in the State of New York, where a county home is available for the helpless people to live and where their needs are provided by the people in the county.
4. Collecting articles charitable people can spare for charity purposes for the people in undeveloped areas.
5. It is evident that the atmosphere here speaks of the interest of the majority of the people to propagate the peace of the world.
6. The cooperative way of living is very distinctly shown in this country.

Student C --

1. The highly cooperative spirit of all ranks of people in supporting a functional and effective system of local education.
2. The business-like, yet friendly, attitude of employees and officials of the government and private enterprises in dealing with anyone desiring information or service.
3. The mechanized system of doing things which consequently eliminates laborious human labor. (This is a twentieth century wonder which underdeveloped countries may yet strive to follow).

Student D --

1. The community spirit. Perhaps this is a gift of the days when it was essential if people had to survive. This spirit is the backbone of the progress we see in the U.S.A.
2. The colleges and universities keep their instruction up-to-date and spread the benefits of their research through extension programs.

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3. The Americans face some problems squarely. The corruption in government and legislative bodies or the use of narcotics by high school students can be openly discussed by magazines of good status like Life, Readers Digest, etc. This is the surest way of nipping the evil in the bud.

Student E --

1. The friendliness and willingness of the American people to help the foreign students in every way that's possible. This has been greatly appreciated by us and we can never forget such good will and kindness.
2. The sense of honor and the sense of responsibility of the Americans in general is to be greatly admired.
3. The system of education is very good indeed.
4. The college professors are very congenial.
5. Life in Simmons Hall is strewn with roses so to speak. Every material comfort and care are given in Simmons Hall. The hostesses are such pleasant and motherly individuals.

Student F --

1. I am glad to see a large number of students who are earning at least a part of their school expenditure by working in private homes, restaurants and on the College campus. This shows that many students value education and higher things of life enough to work for them.
2. I appreciate the care, consideration and responsibilities taken for us by the Educational Authorities here in arranging our programs of studies and field trips. Safety in travelling, systematic schedules of trains and buses and Travellers Aid Department are admirable.
3. It does not escape my notice that democracy is practiced at home between parents and children, in classrooms between teachers and pupils, and between employers and employees everywhere.

Student G --

1. Good will. I appreciate the kindness and assistance given to the foreign students who are studying in this country.
2. I think it is wonderful to have such fine equipment in the schools and in most of the homes.
3. I like friendly and free relationship between teachers and students and the cooperation between them is remarkable.

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Student H --

1. The nice and friendly people.
2. The church as an important part of social life.
3. The relationships between the professors and the students.
4. The excellent equipment, tools, and laboratories.
5. The extra-curricular activities of the students.
6. The drug stores and cafeterias.

Student I --

1. The hospitality and friendliness of the American people.
2. The democracy in work.
3. The continuing research in every field and especially in the field of education and formulated newer and broader concepts of the problem and more appropriate methods of study.
4. The conveniences I saw and enjoyed in the U.S.

Student J --

1. Every citizen is happy and faithful to his job and country. The U.S.A. is really a democracy and has very excellent laws.
2. The tax law in America. Taxes enable the government to develop the country -- every field in education, in health, in defense for freedom, and happiness and welfare in all the world.
3. I like education in general, but especially the vocational education. I visited many schools and found them well-equipped with successful programs and courses of study to fit the needs of boys and girls in useful jobs and preparation for boys and girls to understand and to use all kinds of materials and tools and machinery. Girls are trained for office and factory jobs; some are trained for homemaking and child care and welfare. They become useful to society and their communities and work side by side with men to develop the economy and freedom and real democracy.
4. I like the beginnings of all kinds of meetings and dinner parties where God is thanked for health and welfare and peace for all the world.

5. I like to see everyone dress well and go to church where he meets with God. That is a very nice faith and provides a strong foundation to hold a faithful and good spirit. When a person puts God in his heart always and before his eyes, he will never do anything bad.
6. I like Thanksgiving Day because I always see man thanking God for health and nourishment.

Student K --

1. Community mindedness and philanthropy of its people.
 - a. Most museums have been built and stocked by private endowments.
 - b. Most colleges and higher schools are organized and maintained by private funds.
 - c. In places we visited people showed real pride in the achievements of their communities.
 - d. The attitude towards us was always very friendly making us forget that we are strangers speaking an alien tongue.
 - e. Appeals for help for the neediest run at Christmas Season by most newspapers brought millions of dollars from young and old, poor and rich alike.
2. Educational facilities for all.
 - a. Schools are free and compulsory up to college level.
 - b. In most of the schools we found efficient buildings and equipment.
 - c. Some of the newer buildings were magnificent, surpassing everything imaginable.
 - d. Extension courses and evening classes in all types of education - most of them free or for a low fee enabling many people to raise their standard of education, their cultural level and their standing in the community.
 - e. Guidance and counseling play an important part in helping young people get the best out of their potentialities.
3. Efficiency and organization.
 - a. All arrangements at any office school or plant we visited were always done efficiently to our best satisfaction.
 - b. Vocational schools keep close contact with industry and courses are based on surveys of community needs.
 - c. Course of study and curricula are supplemented by job analysis making for a most efficient shop instruction in the available time.

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Student L --

1. Great facilities for education. (Many universities, colleges, schools, libraries, newspapers, magazines, museums, etc.)
2. Perpetuation and magnificence of the labor of the individuals. (Statues, monuments, colleges, museums, parks, etc.)
3. The North Americans are united, very much united, as though a powerful magnetic vapour maintains them in a lullaby in a gelatinous mass.

Student M --

1. The marvelous progress in about all fields of human activities, particularly in industries, that the people of this country have made in the course of a very short time.
2. The friendly, courteous and sympathetic treatment of the people with the foreign visitors.
3. Their concerted and democratic way of attacking problems.

Things I Dislike in the United States

Student A --

1. The racial prejudice which exists in some quarters against Negroes.
2. The self-centered outlook of the average American which makes him oblivious of what the others are doing and thinking in the rest of the world.
3. An exaggerated value attached to money to seek happiness in life.

Student B --

1. I believe those bad human behaviors shown by other people in other countries are also found here. But, then, this is true with human beings. Nobody is perfect. Hence, it can be said, that it may not appear right for me to note down these points as these mistakes are common to all human beings.

Student C --

1. The over-emphasis on mass production. I believe there are dangers in the curtailment of the development of individual creative ingenuity due to the extremely costly investment incurred for changing the makes or designs of industrial products which are fed into the production line.

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Student D --

1. The community spirit has perhaps worked the wrong way in certain spheres of life. Local newspapers and radio have made people too much self-centered and hence they attach more importance to local gossip and sensational accidents and suicides than to matters of more importance.
2. Legal Acts (Smith-Hughes, etc.) have interfered with education principles, thus perpetuating a certain way of thinking. I suppose educational thought has come to a stand-still since 1917 in the sphere of vocational education.
3. Communism has become a nightmare for the Americans. As a result of this a balanced view of the matter is not being taken. The cheap and shallow way in which the American Press ridicules communism is not a strong weapon against it. A complete reorientation of thought may show some way out of the difficulty.

Student E --

1. The dating system, to an Asian, is strange and is too free and frequent.
2. The attitude of the students towards their professors is a very friendly one -- students seem to regard their professors and teachers as their equals, I guess.
3. The fastness or the hustling-bustling life of the Americans cannot be in tune with the Asians.

Student F --

1. Being a student from a tropical country, I find it very hard and miserable to experience such cold weather. I wonder if the Student Exchange Program could be arranged for the Spring Semester.
2. Much "dating" is done here on this campus. To me it seems that too much dating is injurious to one's health, morale and studies.
3. I cannot keep in pace with the speed and fastness of the people here in the United States.

Student G --

1. The segregation of the Negroes from the white people.
2. I don't like the American taste in dressing.
3. Being a student from the cold North, I find that the rooms and homes are too heated and warm for me.

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Student H --

1. To make a speech and introduce myself.
2. The architecture in the small towns is too much standardized.
3. The cheap trinkets, which are spoiling the taste of the young girls.

Student I --

1. My big question is how this very rich country (I mean with rich resources) it is necessary for the people to keep a definite standard of living to feel that they have to work more and more and as fast as they can. I have the feeling that the American people of any occupation must run in his thinking and acting any time because he will be pushed out of his road from the people coming after him. Is it a kind of thinking of the businessmen? Is it a kind of insecurity of the American people in his economical situation?
2. I didn't like the cowboy programs in radio and television for small kids with guns, shootings, deaths. I think those little creatures are psychologically wounded in the beginning, losing their human sensitivity in a certain degree and having no good attitudes -- I did like the Halloween with skeletons and so on for the same reason.

Student J --

1. I don't care for the women in the U. S. A. when they spend so much for dresses and rouge.
2. I don't think it nice to see the girls and boys on the main street kissing each other.
3. I notice no respect from the young people to parents and older people.

Student K --

1. Standard of academic subjects in vocational schools.
 - a. In most vocational schools we visited the standard of mathematics and science was kept too close to shop theory and their intrinsic cultural and educational value was left out altogether. (This surely does not include technical schools).
 - b. In some vocational schools the only aim seemed to be getting the boy ready for employment - only.
 - c. Some teachers see in the vocational schools - the "dumping ground of the community" - words used by a teacher in a vocational school in Boston, Mass., sending to those schools boys with a low I.Q. only.

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2. Little girls using make-up.
 - a. Some girls of 12 years of age already use lipstick giving them a much older appearance.
 - b. Toy shops sell beauty tables for the use of very small children.
 - c. Sexual stimulation is too early evident and boys and girls relations play too strong a part in teen-agers life.
3. Obscene literature printed and displayed in large quantities.

I looked for the beautiful book: Aims of Education by Whitehead (35¢ only) and found it next to some awful stuff with a red-haired girls in a form nightgown on its cover.

Student L --

1. The North American women are losing rapidly, her feminality and her rights as the strong sex, and the men also, those of the weak sex. This antimony is easy to explain.
2. The majority amuse themselves much more than in studying the profundity or the essence of things. Simply, the North American soul amuses itself with the more simple things.
3. The mechanized logic has arrived to sublimate itself until the axiological of the human action, celebrating the intrascendental things of an idle brain, with like humor, as if one should treat it as a refined joke or as a finished work of art.

Student M --

1. There is too much love for mechanization -- the craze for having everything automatic.
2. Their want of faith in the philosophy of simplicity in living.
3. Demonstration of love in the public, encouraging and teaching 'dating', etc. even in schools. There should be some restraint.

Faculty Reactions to the Program. A few members of the staff of the College who had an opportunity to become acquainted with members of the group through having them enrolled in their classes were requested to submit a brief statement concerning their reaction to the group as a whole. These brief statements follow:

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"It is difficult for me to say just what the College has contributed to the trainees since I have had little part in it. However, the general reaction from the students who are in the program and who have been associated with me in other activities indicate the following:

1. They have been given and have seen the application of the democratic process, racial and religious equality, and general over-all friendliness.
2. That we are as interested in knowing about their culture and way of living as they are in ours.
3. The attitude, interest, and general spirit seemed in all cases to be excellent.

The students from other countries have contributed to us in several ways:

1. They have impressed many persons in a recognized provincial area with the similarities between peoples of various lands rather than in the difference.
2. They have left an impression that peoples from other countries are also cultured and well-educated and in some instances seem to be working with common aims but in different ways.
3. They have definitely broadened our views in several aspects and I think have been successful in developing more mutual respect than we have heretofore had."

-- David Russell

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1. Practically every student registered in this program has expressed his appreciation for learning about American schools by first-hand experience.
2. It is obvious that many of these people have actually changed their minds relative to our government program. It would seem that their feeling has been changed from that of uncertainty to one of confidence in America and its desires to assist other countries to improve their own situations. In brief, it has been a successful experience in building better international understanding.
3. The college has contributed to the trainees development both from a social and professional standpoint.
4. The trainees themselves have brought to the college a great many interpretations relative to life in foreign countries.
5. The experience of having students from other countries and the experience of the students themselves has given all concerned new ideas with respect to advancing industrial education."

-- Ralph O. Gallington

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- "1. These students contributed to a broader understanding of education and educational problems in other nations, through formal course work and also through discussions and informal conversations.
2. These students have added greatly to broader American culture generally--one-world understandings.
3. The same contributions (one and two above) have also occurred between the students of the nations of Europe and those of Asia.
4. The foreign students have obtained better understandings of our American Democratic education generally and of American families and family life (not the American movies' representation).
5. These students have obtained broader understandings and some skills in teaching and administering practical arts and vocational education, with definite studies of situations necessary to meet the conditions in their homelands.

-- John F. Friese

Certificates. At the conclusion of the program certificates, with names appropriately engraved, were presented to members of the group.

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COUNTRY: International

SUBJECT: Pre and Gen Opinions of US Expressed by Participants in
Student Exchange Program

DATE OF INFO: February 1953

SOURCE: 25X1X6
[REDACTED]

From September 1952 to February 1953, 24 foreign students from 15 countries were enrolled in our courses for vocational teacher education. A report has been prepared giving their names; the curricular and extra-curricular activities in which they participated; and their replies to the questions: What do you like about the US? and What don't you like about the US?

[Available on loan from the CIA Library is a copy of the report described by source above. The authors of the replies given to questions regarding the US are not identified. Should this information be desired, it is likely that it could be obtained.]

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