

HIGHER EDUCATION
IN A
CHANGING WORLD

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Addresses Selected from the 1965
Conferences for the Visiting
Fulbright-Hays Scholars in the United States

- Stanford University
- The George Washington University
- Indiana University

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Washington, D. C.
1967

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HIGHER EDUCATION IN A CHANGING WORLD

Addresses Selected from the 1965 Conferences for
the Visiting Fulbright-Hays Scholars in the United States

March 21-24 Stanford University

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The Conferences Were Jointly Sponsored by the
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EDITORIAL FOREWORD

A few facts and figures about participants in the 1965 Conferences may be of interest to readers of this Report and to future conference planners. There were 150 visiting scholars in attendance, from thirty-seven countries, and representing thirty-six subject matter fields. The geographical spread was quite uneven. Europe had fifteen countries and fifty-seven scholars; the United Kingdom, twenty-seven scholars. Asia and the Far East had twelve countries and forty-three scholars; the Middle East, four countries and twelve scholars. South America had three countries and ten scholars. Southern Rhodesia had one. Germany led Europe with nineteen scholars. France was next with eight; and Norway third with seven. Japan led the Far East and Asia with seventeen scholars; India was next with ten.

Among the visiting scholars there were eighty-one in sixteen fields of science and mathematics; thirty-nine in seven fields of the humanities; and thirty in eight fields of social sciences and education. Among the humanities, languages and literatures accounted for two-thirds of the thirty-nine scholars; the combination of philosophy and religion was next with five. In the social sciences and education, the field of education was first with seven. Economics, political science, and psychology had five each. History had four. In science, chemistry had thirty, physics and mathematics had nine each.

Comparable figures for American participants are more difficult to assemble. It is estimated that about 130 were in fairly regular attendance. They came from forty-five colleges and universities and represented thirty subject matter fields. Of these there were ten each in chemistry and in languages and literatures, fifteen in political science and government, and twelve in education. By far the largest single group was composed of forty college and university administrative officers, including six presidents. In most cases their disciplines were not identified.

Participants heard seventeen papers and panel discussions presented by American scholars and students. They discussed the presentations in ten group sessions, and came together in three final sessions for an evaluation of the conference by member scholars from each group.

Since it was not possible to print all of the conference papers, criteria for selection had to be adopted. Some papers could not be used because they were transcripts of addresses given from notes. Effective as such presentations are viva voce, they could not be published without the kind of editing which only the original speakers could give. From the remaining papers selection was made on the basis of diversity of subject matter, minimum overlapping in content, and minimum editorial requirements.

Although several sequenses were possible in the order of papers, I have chosen one that seemed to me most natural. Dr. Lam's excellent historical survey of Fulbright-Hays Conferences sets the tone for the international note in President James' paper. Dr. Selden maintains that note but gives greater emphasis to the American scene. This provides a transition to the evolution of American higher education presented by President Johnson and to the American college discussed by Dean Waggoner but not without reference to sister institutions in Latin America. The next three papers, by Dr. McConnell, Dean Harlow, and Dean Cleland, deal with three various aspects of American higher education begun by Dr. Johnson, and Chancellor Branscomb reintroduces the international note begun by Dr. Lam and President James.

Each paper in the three conferences was followed by a discussion period, immediately or at a scheduled time later. There were several topics that provoked lively discussions:

- Standards for university and college admission
- General versus specialized education in high school and in college
- Character development in individual college students
- Community responsibility for education at all levels
- Humanities and science in a liberal education
- Relative advantages and disadvantages of small versus large undergraduate student bodies
- Public versus private financial aid for needy students

Not all of these topics were fully explored in the papers presented and no definitive answers were attempted. That is not surprising. Neither is it surprising that most of the topics presented are perennially discussed by college faculties and professional educational bodies in this country and abroad.

Reading these papers, reviewing discussion topics and conference programs, and looking over names of participants will revive memories of the conference for each participant. In some respects that is the chief purpose of this publication. It is our way in the United States of saying to our Visiting Scholars that your stay with us was both pleasant and profitable. We hope as you read the papers and as thoughts of the Conference you attended come back to mind, that you will feel the same way. We hope you will realize anew that your being with us brought fresh insights not only into our ways of education and life, but also into your own. For exchange of scholars under the Fulbright-Hays Act is intended, as you know, to maintain and strengthen the educational and cultural ties we have already formed and to foster friendship and understanding among free men everywhere.

If this little volume helps to forge another link in that chain, we shall all be grateful.

John F. Latimer

AN INTRODUCTION TO THE CONFERENCES
ON HIGHER EDUCATION

Elizabeth P. Lam, Executive Associate

Committee on International Exchange of Persons
Conference Board of Associated Research Councils

For the last twelve years the Conference Board Committee, in cooperation with thirty-four universities, and with financial support from the Hazen Foundation and the Department of State, has arranged small annual conferences for visiting scholars in the United States under the Fulbright Program to enable them to exchange impressions of American higher education with each other and with Americans and to discuss educational concerns of common interest.

In the spring of 1952 it was evident to those of us who were closely in touch with professors and scholars coming to the United States under the government Exchange Program that their experiences in research or in teaching had raised many unanswered questions about American higher education. Most had come to the United States not only to pursue their subject matter specialties but also to become acquainted in some depth with American education and culture. Many commented that they would be expected upon their return home to explain American education to their students and colleagues, and others had hoped to observe the American solution to problems similar to those of special concern to their own universities.

It was evident at the end of their stay in this country that they had had few opportunities to become acquainted in depth with their respective host institutions or in breadth with the American pattern and philosophies of education. Their university work had not brought them into communication with policy-making officials, so that their specific questions pertaining to administrative matters had gone unanswered. For example, they did not know who was responsible for faculty appointments and promotions, how new courses are introduced or the integrity of grading maintained, what factors determine admission requirements, or how universities are supported. Few had had opportunity to travel and visit American institutions differing in purpose and history from the one with which they were affiliated and, consequently, the diversity of educational purpose and practice and the values which American attach to social, political, and educational pluralism had escaped them. Furthermore, the pattern and organization of universities in this country seemed so markedly different from those in Europe or Great Britain that the threads of common purposes and values were hard to find. These unfulfilled expectations and unanswered questions were in part responsible for the conference idea.

That the coin of educational exchange had an opposite side was also recognized. We who were privileged to know the visitors realized that they had much to give us and that it would be our loss if we did not profit from their observations of American education and scholarship and take advantage of their presence

to learn something of their own university system and educational background. In 1952 the international flow of scholars, students, and educators, which subsequently has assumed such enormous proportions, had scarcely begun and few in this country were acquainted with the postwar ferment and changes occurring in universities abroad. European universities were still recovering from the desolation of the war and those in most Asian countries were taking stock of resources and re-examining traditional aims to meet the unprecedented challenge of national independence and its concomitant problems of growth and nationalism. South American universities had not yet been drawn into the Exchange Program and few Americans had first-hand knowledge of universities to the South. The International Association of Universities had just been founded, UNESCO was scarcely seven years old, and few international scholarly conferences had broken the isolation of the long war years. Certainly the time was ripe for a much broader interchange of ideas among the universities of the world.

Out of these considerations came the proposal by the Conference Board Committee for two small conferences of visiting scholars and American educators. The first conference, supported by the Hazen Foundation, was held on the quiet, secluded campus of Haverford College. The daily program was flexible and leisurely, allowing time and occasion for the informal discussion of such questions as the following: "Are differences in educational structure and educational philosophy and attitudes between countries so profound that they may confuse and even defeat the objectives of exchange of scholars and students? Are the differences so extensive among state and private institutions in this country that the educational scene cannot be readily explained and interpreted? How is the student's life different in this country; why is the university concerned with the student's life outside the classroom? What is the role of the American professor and student in respect to politics, national and local? Is the intellectual life in this country diffused to the point of weakness by its vast audience? Are the methods and practices of other countries worthy of closer scrutiny and emulation by this country?"

The other conference was held in the spacious new building of the Carnegie Endowment for International Peace in downtown New York City. Delegates were comfortably housed in nearby hotels, and a program of greater intensity than that at Haverford included addresses by visiting scholars on the purposes and trends in university education in Europe, the Near East, and South Asia.

The success of these conferences led the Hazen Foundation, under the perceptive leadership of its President, Paul Braisted, to provide funds for two conferences in 1954 similar to the one at Haverford. At the same time, the American Council on Education decided that its leadership role in demonstrating the value of the conferences had been served and suggested that the director and administrative staff of future conferences should come from the cooperating host institutions. Subsequent experience has demonstrated the wisdom of this decision.

The University of Chicago and Swarthmore College offered to be hosts the following year and faculty at each institution agreed to provide the leadership. The next year the Foundation increased its support so that a third conference on the West Coast could be held, and stated at that time that it would terminate its support in 1957. The Foundation felt that by that date the values

of the conferences as a "pilot project" would have been demonstrated and that the Department of State would wish to continue the conferences as an essential ingredient of the Exchange Program.

It seemed appropriate at the termination of the support by the Hazen Foundation to make available to a larger public some of the outstanding addresses which had given the twelve conferences, held under its cooperative auspices, such distinction and importance. A volume, entitled ISSUES IN UNIVERSITY EDUCATION, was published by Harper's under the editorship of Charles Frankel, Professor of Philosophy at Columbia University. This small volume still plays a part in the continuing international discussions of university education. It has recently been translated into Arabic by Dr. M. T. Ramzi, Director General of the Institute of Public Administration in Cairo, who attended the first conference at Haverford, and is now available to another academic public. A commentary on each essay by a distinguished educator in Egypt, Lebanon, or Iraq has given a new dimension to the international dialogue which the conferences began. Several of the essays are now in Spanish and are circulating in mimeographed form in some of the universities in South America.

Department of State support in 1953 brought no basic change in the pattern or substance of the conferences. To date thirty-four major universities in the East, the Midwest, and California have been hosts to conferences. The programs at all conferences, while reflecting the special interests and character of their sponsoring universities and planning committees, have been similar in general pattern. Each has included one or more interpretive addresses on university education in the United States, three or four addresses on particular problems or areas in university administration or philosophy, and unscheduled time for informal association and conversation. Some planning committees have attempted to organize the addresses around a unifying theme. At Yale, for example, under Professor Henry Margenau's leadership, the recurring note was the academic responsibility of universities for the future peace of mankind. The Stanford Conference Planning Committee chose the theme, "How successfully does American Higher Education help to shape and realize the values of American Society?" The conferences at the University of Wisconsin and the University of California at Davis appropriately emphasized the service functions of great public universities. All conferences except two have published a Report containing the major addresses.

And what are the outcomes? Do the conferences serve a purpose useful and appropriate to the Exchange Program and to the needs of our time? That they make available to the individual visitor new facts and broad data to enable him to interpret his American experience in a larger frame of reference is corroborated by letters from scores of participants. This value in itself would make the conference a fitting conclusion to a visitor's year in this country and an activity thoroughly integral to the objectives of the binational agreements under which the Exchange Program is set up.

The multinational character of the conferences, moreover, plus their interdisciplinary character give to them an added dimension and potential. Perhaps a figure of speech used by Dr. Paul Tillich, the great German-American theologian, may throw light on their uniqueness. In his INTERPRETATION OF HISTORY, Dr. Tillich, in referring to the attraction and opposition of antithetical

ideas and values in his own experience, speaks of the intellectual, social, and political boundaries or borders on which his thought has been forged and his personal destiny shaped. "To stand on many borderlines," he writes, "means to experience in many forms the unrest, insecurity, and inner limitation of existence," but it is also "the truly propitious place for acquiring knowledge." The conferences have been for many an intellectual and personal experience on the boundary lines between subject matter disciplines, between nationalities, and between Western and non-Western cultures. They have evoked a confrontation of ideas, of values, and of persons, and out of these encounters have come changes in points of view, unexpected appreciations of men who four days before were strangers, and an unanticipated community of interests. This in essence is "dialogue."

It seems paradoxical that the change in point of view most frequently mentioned by conference participants - whether American or foreign - is new insight not into the other fellow and his background, but into one's own culture and educational system. Frequently what had been assumed as a "universal" in one's own culture or tradition is recognized from the angle of vision on the "boundary" for what it is, namely, a parochial or national practice or way of doing things.

Another by-product of the conference dialogues and a concomitant of self-knowledge, is the conscious recognition that no pattern or system of university education has world-wide applicability; that educational institutions, like social and political ones, serve the needs of a particular people in a particular place, and that each country develops its own system of higher education to meet national objectives. This generalization sounds so patent and obvious, but its validity has only in recent decades been clearly or widely recognized. In the United States, as well as in Asia and Latin America, the historic universities of Europe or of Great Britain in the nineteenth century were "models" and there is in our day a perpetuation of this point of view in the thought of many. The face-to-face encounter with scholars and teachers from countries in all stages of national development makes recognition of the sociological character of the university and the varied conditions which require institutional diversity inescapable.

The conference dialogues have still another dimension. Our experience shows that interchange is most effective when there is common educational and human ground on which all stand, for example, the universal demands and requirements for the acquisition and transmission of knowledge. These are the same in Bangkok and Vienna. It is, therefore, not necessary in the conference discussions to resolve, in the Hegelian sense, antithetical points of view or to reach a synthesis acceptable to both protagonists. To uncover the common elements in university education - all too frequently unrecognized because of differences in institutional practices and academic folkways - is sufficient. Universities in virtually every country, for example, are confronted by pressure of students upon limited facilities; by constant vigilance to maintain academic freedom in a social context where this is not recognized as the academic pearl of greatest price; by the constant necessity of revamping the curriculum to incorporate the rapidly growing corpus of scientific knowledge; and by the necessity to reformulate educational objectives to meet changing social needs.

And finally, out of the spontaneous, spirited interchange in the formal sessions, over teacups, or under the trees, there emerges by the time the conference ends an unforgettable sense of membership in a world community of scholars whose function is to bring the resources of scholarship to bear upon the common problems of mankind. Many have written of their astonishment that in so short a time such a sense of fellowship, embracing persons of very varied subject matter disciplines and national loyalties, could come into being.

It is perhaps well to remind ourselves that the small international conference is as new to our age as the space rockets that wing their way to Mars and may, in the long run, be more important than they to our planet. If the goal of peace and a world community of independent nations - the crucial issue of our day - is to be achieved, it must have roots in the shared experiences of individuals. Otherwise, it is an abstract, rootless ideal - as unreal as the utopias envisaged by the social idealists of the past. The small international conference helps us to glimpse the new realities of today and tomorrow as well as to reflect on those of the past. Here there is no pressure to arrive at agreed-upon conclusions; differences are accepted and respected; and in this atmosphere the sense of commonality is nourished and the ideal of a world community made viable.

THE PURPOSE OF THE UNIVERSITY

F. Cyril James

Almost a thousand years have passed since universities came into existence in Europe. If we trace the origins of the university still earlier in history to the Islamic institutions, the academies of classical Greece and the still earlier Buddhist foundations in Asia, the period lengthens to about twenty-five hundred years.

During all of those twenty-five centuries, and with increasing frequency during the past hundred and fifty years, tens of thousands of men have spoken and written about the functions of universities--about their purpose and their performance. Sometimes they have written in approbation; sometimes in anger. Some of the comments have been based on distant memory enhanced by the nostalgic glow of a youthful experience long past. Sometimes--from Cardinal Newman to President Clark Kerr--men have tried to formulate the ideal of the perfect university.

How can I hope to say anything new? I doubt if I shall, since every conceivable comment has been made by somebody or other in some period of history. But in this problem selection is more important than novelty. It is essential that each generation should reappraise, in the light of changing circumstances, the functions that it expects its universities to perform, should satisfy itself that they are doing the job that is required of them. And this reappraisal was never more important than at this moment in human history. May I suggest, therefore, as a working hypothesis for our discussion:

The purpose of the university is to educate men and women who will promote the development of society to the highest attainable level.

That statement, if you accept it, eliminates a large number of things that have been said about universities. They are not ivory towers or cloistered oases of peace in which to escape from the problems and frustrations of the contemporary world. They are the centres of struggle: they are the battlefields (often of fiercely contending forces) on which the victories will largely determine the future pattern of our society.

The university must be in close contact at all times with every

UNIVERSITIES AND THEIR GOVERNANCE

William K. Selden

When one speaks of governance in higher education, one usually thinks of such issues as the role of trustees, of the faculty, or of the administration of a single university or college. In contrast to this customary approach, I wish on this occasion to speak of the total, voluntary, cooperative governance of all higher education in the United States.

We place almost unlimited confidence in education, and especially university education. In doing so, we increase the problems involved in the governance of higher education in the United States in which the governance is different from that in any other country.

Governance Abroad

Throughout most of the world the governance of higher education is dependent upon ministries of education, whether they be national, state, or provincial. To these ministries is generally assigned the final, legal responsibility for approving the appointment of professors, the introduction of new programs of study, the authorization of funds to support the operations of the universities, as well as the chartering of new institutions. Informal and extralegal forces naturally exist in this form of governance, but the legal authority for education in most countries resides with ministries of education which actually exercise this authority.

In the United Kingdom and in many of the Commonwealth countries a different pattern exists for the governance of higher education. Until comparatively recent years a marked limitation of the number of universities and their enrollments has provided a form of control which was reinforced by tradition, a significant factor in the governance of any segment of British society. In England the Ministry of Education has little authority for the universities, but the University Grants Committee, created in 1919, possesses some responsibilities which are comparable to the ministries of education of other countries. The U.G.C., as it is commonly known, makes major and final decisions on the disbursement of tax funds to the universities, and all universities and their students are preponderantly dependent upon public funds for their support. New programs of study cannot be introduced without funds, and the continuation of many old programs is at least indirectly dependent upon decisions of this committee. Although the Privy Council has the responsibility of recommending the chartering of new universities to the Crown it is the U.G.C. which has the significant authority of deciding the amount of funds that will be allocated among the universities. Thus, in essence, the University Grants Committee makes the major decisions regarding the expansion of university education in the United Kingdom.

THE EVOLUTION OF AMERICAN HIGHER EDUCATION

Eldon L. Johnson

American colleges and universities are an amalgam of inheritance from Europe and response to a new country. They are a marriage of the old and the new. The result is not a product of conscious design but of steady evolution--of inheritance reshaped by environment. In any case, evolution is the key concept. What we need most to understand is how we have evolved to where we are. This, then, becomes a way to attack and abbreviate what would otherwise deserve several volumes of history.

So we have two questions: What are the distinguishing characteristics of American higher education? And how did they come to be?

What most impresses the foreign visitor is the greater student coverage, the higher proportion of youth enrolled, and the inclusive university aspiration, as compared with institutions abroad. American higher education has no equal in this respect. It attempts to spread its intellectual influence far wider. Far more youth of university age, both absolutely and proportionately, avail themselves of the opportunities which have been deliberately maximized. The proportional figure is from three to four times that of Britain and the Continent, even after correction is made for different definitions of higher education.

Our question is, how did this come to be? Whether it should, if anyone wants to ask it--whether it depreciates education and dilutes standards--is not our province here.

This is the egalitarian product of an egalitarian America. It could hardly have been otherwise. The roots lie in whatever caused Jefferson and the Declaration of Independence to declare "all men are created equal"--a national expectation we have been struggling to carry out ever since, politically, racially, and educationally. This may have been a fuzzy national goal, but it has sufficed to prick consciences and rally reformers in every generation. It was a philosophical beginning, to which were added the democratizing forces necessary for conquering a new continent. Theory was reinforced by practical needs. There was indeed a long historical struggle between the imported philosophy that higher education was aristocratic and elitist and the indigenous opinion that it was peculiarly individualistic and therefore the birthright of everyone able and willing to use it. The struggle still has its competing spokesmen and the two sides still have their institutional embodiments, but history was preponderantly on the one side--the history of frontier needs, the

THE COLLEGE AND ITS ROLE IN THE UNITED STATES

George R. Waggoner

I read in one of the Indianapolis papers this morning a summary of some comments of Father Hesburgh, the President of Notre Dame, as he spoke yesterday to the graduates at Indiana University. According to the newspaper, Father Hesburgh stated that the university is a revolutionary institution in society. I agree with him completely,

In this brief talk, however, I want to start with a more conservative generalization. When one is talking about comparative higher education, what universities and colleges are like in any part of the world, I think it is very good to remember Edmund Burke's comment that the institution that has lasted for a long time represents some kind of truth that ought not to be tampered with lightly.

It is particularly dangerous, I think to look at some one aspect of the university system in a country and to like or dislike some segment of it. My assumption is that there is good reason historically or functionally for whatever system of organization or whatever structure the university in the particular country has. Before one makes a quick evaluation of a need for change, it is perhaps well to look at the university in its whole context, to understand why it is what it is before making a value judgment on some aspect of it.

Any kind of structure has some validity or it wouldn't last. It has some disadvantages and some advantages in terms of the goals, ambitions and ideals of the people who have set it up and the people who are making it function. If one says that the University of Kansas could be improved by making a particular change, I think we ought to be very much aware that all of the parts of the university are interrelated; if one changes one fundamental aspect of the university, one probably simultaneously affects other aspects. One of the characteristics, for example, of universities in the United States is the system of semesters and credit hours, a device for attaching a quantitative value to each of the individual courses in the university. Students take five or six courses each half of the academic year, each semester. Over a period of roughly four years the students accumulate a minimum of 124 credits as a basic requirement for their degrees.

I visited the University of San Marcos in Peru two or three times last year. It is said that San Marcos will stay the same regardless of how many

STUDENT SELECTION AND DEVELOPMENT IN AMERICAN HIGHER EDUCATION

T. R. McConnell

American higher education has been characterized by Professor W. H. Cowley of Stanford University as a "sprawling, complex, diversified mangle-mangle." A list of the institutions which led to this description would include two-year technical institutes, two-year junior or community colleges, independent and denominational four-year liberal arts colleges, teachers colleges, multipurpose state colleges, complex universities, specialized colleges in music, fine arts, law, medicine, theology, and highly specialized advanced scientific and technological institutions. All of these differ along many dimensions--the nature of their government, the sources of their financial support, the length and character of their educational programs, and the psychological and social attributes of their students. It is to the diversity of student characteristics that I now wish to address myself.

It has been said that in the United States any high school graduate, no matter what the level of his ability is, can find a college or university which will admit him if he looks long enough and far enough. This statement is essentially true. Nevertheless, investigations at the Center for the Study of Higher Education at Berkeley have revealed that about three-fourths of college freshmen come from the upper half of high school graduates in ability, and that about 85 per cent of college entrants come from the upper half of the general population. But however measured, the band of scholastic ability and performance of American college students is a very wide one indeed. Within this broad range of talent, particular institutions vary enormously in their selectivity.

There is a widespread notion among scholars in other countries that the American state universities are entirely unselective. It is true that academic qualifications for entrance are nominal in some of them, but others prescribe relatively strict standards of ability for admission. A recent study by the Association of State Universities and Land Grant Colleges has shown that there is a rapidly growing trend among these institutions toward tighter admission standards. One of the most selective of the state universities is the University of California, which admits only the top 12½ per cent of California high school graduates. The state colleges in California are somewhat less selective; they admit students in the highest third of their graduating classes. The university of California and the state colleges find it possible to set these standards in no small part because the public junior colleges, now more than 70 in number, presumably open their doors to any student who may profit from

THE UNIVERSITY PROFESSOR

James G. Harlow

My task this morning is to discuss the university professor, the method of his selection, criteria for his promotion, his status in the educational world and in society generally, and the objects of his attention and loyalty. Needless to say, this is quite a large order for a single paper, but I shall do the best I can to outline for you some of the elements in an extremely complex social role - that of the university professor in the United States.

At the outset, it is important to realize that a large percentage of college and university professors in the United States are recruited from people who have grown up in rather modest financial circumstances. Professors are typically the sons and daughters of teachers or ministers, including of course college teachers. Many of them are of rural origin. In a great many cases, educational work has provided them with opportunities to satisfy a very strong desire to improve their position in life. In this sense it can well be said that the college and graduate school, so far as the professor is concerned, have provided one of the best means for accomplishing that purpose.

Our typical university professor is an individual who on the whole has done very well in his high school and college work, and has done exceedingly well as a graduate student. In fact, his prowess as a graduate student probably first brought him to the attention of the people who help to pick future university professors: the older members of the department in which he was working for a degree.

Initial appointment as a faculty member in a large university is made principally on the basis of a recommendation by the candidate's senior professor, his record as a graduate student, and in an interview conducted by members of the department for which he is being considered. Usually, the chairman of the department goes to considerable length to collect written information about the candidate: his college record, both at graduate and undergraduate levels is closely scrutinized; recommendations are carefully sought insofar as they are available for a younger person. Once a dossier has been compiled, it will usually be examined by several members of the interviewing staff before a decision is made to invite the candidate to the campus.

If the members of the inviting faculty group are pleased with the dossier, the candidate receives an invitation to come to the campus, where

HIGHER EDUCATION AND RESEARCH

Ralph E. Cleland

I have had the privilege of being the guest of universities in many of the countries represented here. It is therefore a real pleasure to be able in some slight manner to reciprocate by being one of the hosts on this occasion.

We have been discussing the various functions that universities and colleges perform. We have found that teaching, research and direct service to the community are the chief functions of a university. Of these three, teaching tends to be thought of first, since we usually think of colleges and universities as teaching institutions. But teaching is the transmission of information and ideas, and can only be accomplished when there is something to transmit. Where have all of the facts and ideas come from which we are transmitting to the next generation of scholars? They have come largely as the result of research. Logically, therefore, these three functions should be mentioned in the sequence--research, teaching and public service. Research furnishes the material that is transmitted from teacher to pupil and from the university staff to the public at large. The latter two functions depend upon the results of the first function.

Before proceeding to discuss the topic - research and the universities - I should like to say a word in response to a question that was raised earlier today as to whether the public service function may not tend to interfere with other university functions. It seems to me that public service is to the areas of research and teaching what publication is to research. It does little good to carry on research if the results of this research are not made available to those who can use them. Likewise, it seems to me, a university is not fully fulfilling its obligation to Society if it does not assist wherever possible in the application of the knowledge it uncovers to the solution of Society's problems. Public service is the final step in the whole process of discovering, transmitting, and applying the facts and ideas resulting from our studies. Public service is therefore an essential ingredient in the total contribution of the university to the community.

Turning now to my subject, we may first consider the question as to how widespread research is among our colleges and universities. There are about 2000 colleges and universities in the United States. Of these

AN OVERVIEW OF AMERICAN HIGHER EDUCATION

Ralph W. Tyler

In the United States, as in other countries, the institutions of higher education can be best understood in relation to the purposes and roles education has in the country. In the American nation these have been evolving ones. Harvard College, founded in 1636, was designed by the Pilgrims, who had first come to New England in 1620, to provide an institution for the education of ministers who were dissenters from the church of England, and to educate those who would take leadership in transmitting and maintaining their faith and their institutions in the new world.

The second higher institution in the United States, the College of William and Mary in Virginia, was not established by a dissenting religious group. Its focus was more like that of Oxford and Cambridge, namely, to prepare gentlemen for a life of intellect and culture and to prepare persons to practice the learned professions in the new world.

The first state university founded in North Carolina in 1789, although governed by a state appointed board rather than by a church selected or other private group, was not greatly different in its purpose and curriculum from the College of William and Mary. The most clearly defined addition to the types of colleges and universities in the United States came with the passage of the Morrill Act by Congress in 1862. This authorized the granting of land from the holdings of the Federal government to each of the states to establish colleges for education in the agricultural and mechanical arts. From this act of Congress stems the Land-Grant College movement. All of the states and Puerto Rico have at least one land-grant college which includes agriculture and engineering within its curriculum offerings.

But the significance of the Land-Grant Colleges lies not alone in the wider curriculum offerings but also in the expressly stated purpose that these colleges were to provide education for the agricultural and mechanical classes in American society and that service to the wider community was one of their proper and emphasized roles. During the past fifty years, all of these colleges and universities have established experiment stations for research on problems of agriculture. They have also instituted extension programs by which all of the more than three thousand counties of the United States have representatives of the land-grant colleges to assist in the dissemination of new knowledge and the improvement of practices among rural families.

By the end of the nineteenth century, the land-grant colleges were commonly accepted as institutions having a special mission to serve farm families, although not restricted to this. In this service, research and education

UNIVERSITIES AND WORLD AFFAIRS

Harvie Branscomb

It is a very happy experience for me to greet you scholars and scientists from abroad who have honored us by your presence in our universities during the past year. I hope that you will take back to your homes pleasant memories of your visit, and that the interests and friendships which you have established during the year will be maintained. In addition to pleasant memories, I hope that you will take back with you increased understanding of the United States -- its problems, its complexities, its hopes, its purposes. Of the two, the latter is the more important. I do not think that international academic exchanges should be planned with a view to creating friends or admirers of the host country. One can hope, however, that they will give insight and understanding, and that should be the main objective.

On the topic which has been assigned me I will inevitably speak chiefly about our own universities. A good many visits to other countries have made it clear, however, that while universities have many different problems and issues, many of the same forces are affecting all of them. Their problems are more similar than one might think.

As regards the American scene one must remember that this country was isolationist until the end of World War II. This policy goes back to George Washington, the first President, who in his famous Farewell Address warned the infant Republic against "entangling alliances," and involvements in European politics. This was good advice. It was reinforced by the wars of the Napoleonic era and later by the Franco-German struggles. The isolationist view rested of course on the presence of great oceans to the east, the west, and the south which gave this country a sense of security. Thus for 150 years we kept out of world affairs, and commended ourselves for doing so. In 1946 then in the face of great changes in world politics and in technology when the United States rejected isolationism and signed the Charter of the United Nations, we went into the new era with more enthusiasm than knowledge or experience.

Major involvement in world problems and responsibilities is for this country therefore a matter of only two decades, over against 150 years of concern primarily with domestic issues and problems. To be sure, world affairs are not new to the universities. The wars between great nations and the overthrow of dynasties have always been subjects of study in colleges and universities.

PROGRAM FOR FAR WEST CONFERENCE
Stanford University

- March 21: 3 - 5 p.m. Check in and Registration
- 5 p.m. Reception and Introductions
- 6:30 p.m. Dinner
- 7:45 p.m. An Overview of American Higher Education
Ralph Tyler, Director, Center for Advanced
Study in the Behavioral Sciences, Stanford
- March 22: 9 - 10 a.m. The University Professor, James G. Harlow,
Dean, School of Education, University of
Oklahoma, and Executive Secretary, Frontiers
of Science Foundation
- 10 - 10:15 a.m. Group Photograph
- 10:15 a.m. Coffee
- 10:30 - 12:15 Discussion Session
- 12:30 p.m. Lunch
- 2 p.m. Walking Tour of Campus
- 2:55 - 4:15 Bus Tour of Center for Advanced Study in
the Behavioral Sciences and the Linear
Accelerator
- 4:30 p.m. Coffee
- 5 p.m. Buses depart for University of Santa Clara
- 6 - 7:45 p.m. Reception and Dinner
- 8 p.m. Plenary Session
Student Perceptions of Higher Education
Panelists: Scott Burger, Stanford University
William Jaeger, University of Santa Clara
Alan Koski, Foothill Junior College
Robert Pisano, San Jose State College
Charles Powell, University of California
Miss Marilyn Schuster, Mills College
- 10 p.m. Buses return to Stanford Campus
- March 23: 9 - 10:15 a.m. Fourth Plenary Session

Student Selection and Development in Ameri-
Higher Education, T. R. McConnell, Chairman,
Center for the Study of Higher Education,
and Professor, University of California,
Berkeley

10:15 a.m. Coffee

10:30 - 12:15 Discussion Session

12:30 p.m. Lunch

2 - 4 p.m. Bus Tour of Foothill Junior College or
Tour of Stanford Medical Center for Medical
Group

4:30 p.m. Coffee

5:30 - 8 p.m. Reception and Dinner

8 - 9:30 p.m. Fifth Plenary Session
University Education and the Public Service
Lewis B. Mayhew, Professor of Higher
Education, Stanford University

March 24: 9 - 10:15 a.m. Final Discussion Session

10:15 a.m. Coffee

10:30 - 12
Concluding Plenary Session
Reactions of Fulbright Scholars
Chairman: Richard E. Gross, Associate
Professor of Education, Stanford University

12:15 p.m. Lunch and Adjournment

VISITING SCHOLARS

Gerard W. M. Barenose California Institute of Technology, Pasadena	University of Wageningen, Netherlands Plant Sciences
Arne Bronsted University of Washing- ton	University of Copenhagen, Denmark Mathematics
Joviniano Carvalho Neto University of California San Francisco	University of Sergipe, Brazil Law
Michel J. Courtois University of Arizona	Center of Applied Research, France Chemistry
Charles B. Cox University of California Berkeley	The University, England Language and Literature
Josef L. Derbolav Institution of Advanced Studies, Princeton	University of Bonn, Germany Philosophy and Religion
Lennert E. Ebersson University of California Los Angeles	University of Lund, Sweden Chemistry
Frank G. Ellis University of California San Francisco	Guy's Hospital, England Medical Sciences
Anibal Espino Rodriguez Teachers College Columbia University	University of Trujillo, Peru Education
Richard H. Freeborn University of California Los Angeles	Oxford University, England Language and Literature
Hendrik G. Freie Stanford University	Ecole Normale Superieure, France Physics
Peter R. Fricker University of California Santa Barbara	Morley College, England Music
Miss Kathleen Gales University of California Berkeley	London School of Economics, England Statistics and Mathematics
Terence Galliard University of California Davis	University of Birmingham, England Biochemistry

John B. Gammon University of California Riverside	University of Durham, England Geology
Karimpumannil M. George University of California Davis	Sahitya Akademi, India Modern Language and Literature
Friedrich Gollner University of California Berkeley	Graz University Bundesrealgymnasium, Austria Modern Language and Literature
Ian Hall California Institute of	Oxford University, England Physics
Hans-Heinrich Koerle University of Utah	University of Marburg, Germany Mathematics
Klaus Kratochwil University of Minnesota	Austrian Institute for Cancer Research, Austria Zoology
Cornelius G. Kreiter University of California Los Angeles	Institute of Inorganic Chemistry, Germany Chemistry
Miss Ting Fong Lai California Institute of Technology, Pasadena	University of Hong Kong, Hong Kong Chemistry
David M. Lang University of California Los Angeles	University of London, England Modern Language and Literature
Birger Lie Stanford Research Institute	Norwegian Productivity Institute, Norway Engineering
Hans H. Lindner Los Angeles State College	University of Munich, Germany Chemistry
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Keith B. Mallion Stanford University	University of Cambridge, England Chemistry
H. Rainer Maurer California Institute of Technology, Pasadena	University of Munich, Germany Biochemistry
Walter Miesner University of Utah	University of Marburg, Germany Mathematics

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Francis Morsingh University of California Berkeley	University of Malaya, Malaya Chemistry
Peter Muehlradt University of California Berkeley	University of Basel, Germany Biochemistry
N. A. Nikam California State College	University of Mysore, India Philosophy
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Mahmoud Hassaan Saadawi University of California Los Angeles	University of Assiut, Egypt Engineering
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Shmuel Shaltiel University of Washington	Weizmann Institute, Israel Biochemistry
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Thomas J. Stone Stanford University	Oxford University, England Chemistry
Datu Mauyag M. Tamano Stanford University	Mindana State University, Philippines Education
Miss Anneliese Thimme Hover Institution Stanford University	Gymnasium Klosterschule, Germany History
Alexander H. Todd Stanford University	Oxford University, England Chemistry
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Colin W. O. Windsor University of California Los Angeles	Queen Elizabeth Hospital, England Medical Sciences

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Thomas C. Blaisdell	Political Science, University of California, Berkeley
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Robert B. Brode	Physics and Academic Assistant to the President, University of California, Berkeley
William H. Cowley	David Jacks Professor of Higher Education, Emeritus, Stanford University
Father Patrick A. Donohoe, S.J.	President, University of Santa Clara
John Gange	Director, Institute of International Studies, University of Oregon
Horace N. Gilbert	Business Administration, California Institute of Technology
Frederic O. Glover	Executive Assistant to President, Stanford University
Maure L. Goldschmidt	Political Science, Reed College
Richard E. Gross	Education, Stanford University
James G. Harlow	Dean, School of Education, University of Oklahoma, Executive Secretary, Frontiers of Science Foundation
H. Thomas James	Education, Stanford University
Wendell P. Jones	Education, University of California, Los Angeles
Donald Kennedy	Executive Head, Biology, Stanford University
Witold Krassowski	Director, Social Sciences Division, University of Santa Clara
Miss Elizabeth P. Lam	Executive Associate, Committee on International Exchange of Person, Washington D. C.
Richard W. Lyman	History, Associate Dean of School of Humanities, Stanford University

Lewis B. Mayhew	Education, Stanford University
Thomas R. McConnell	Chairman, Center of the Study of Higher Education, University of California, Berkeley
Donald E. Queller	History, Associate Dean of Graduate School, University of Southern California
C. Easton Rothwell	President, Mills College
Charles A. Schroeder	Botany, University of California, Los Angeles
Oliver M. Skalbeck	Speech, Sacramento State College
Anthony E. Sokol	Research Associate, Hoover Institute, International Affairs, Stanford University
Mrs. Odile Stannard	Teacher, San Mateo High School, California
James P. Thurber	Assistant to Vice President and Provost, Stanford University
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Virgil K. Whitaker	Humanities, Associate Provost and Dean of Graduate Division, Stanford University
Arthur J. Wiebe	President, Pacific College

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Glen S. Dumke	California State Colleges
Paul R. Ehrlich	Stanford University
John Gange	University of Oregon
Horace N. Gilbert	California Institute of Technology
Richard E. Gross	Stanford University
William M. Kays	Stanford University
Anthony E. Sokol	Stanford University
Howard E. Wilson	University of California, Los Angeles

PROGRAM FOR EASTERN CONFERENCE
The George Washington University

June 8: 1 - 5 p.m. Registration
6:30 - 9 p.m. Reception and Buffet Supper

June 9: 9 - 10 a.m. The Evolution of Higher Education
Dr. Eldon Lee Johnson, President
Great Lakes College Association
10 - 10:30 a.m. Coffee Break
10:30 - 12:30 Four Discussion Groups
1 p.m. Lunch
2 - 3 p.m. Discussion Groups
6 - 7:30 p.m. Dinner
8 - 9 p.m. Diversity in American Higher Education
Dr. Carter Davidson, President
Association of American Colleges

June 10: 9 - 10:30 a.m. New Teaching Methods in the Sciences
Dr. Herman Branson, Chairman, Department of
Physics, Howard University;
Dr. Bruce Eberhard, Chairman, Department of
Biology, Woman's College of the University of
North Carolina;
Dr. Charles R. Naeser, Chairman, Department of
Chemistry, The George Washington University
10:30 - 11 a.m. Coffee Break
11 - 12:30 Discussion Groups
1 - 2 p.m. Lunch
Free Afternoon
6 - 7:30 p.m. Dinner
8 - 9 p.m. Universities and Their Governance
Dr. William K. Selden, Executive Director
National Committee on Accrediting, Washington,
D. C.
9 - 10 p.m. Discussion and informal reception

June 11: 9 - 10 a.m.	<u>Purposes Served by Universities</u> *Dr. Frank Cyril James, Principal Emeritus, McGill University; President, International Association of Universities
10 - 10:30 a.m.	Coffee Break
10:30 - 12:30	Discussion Groups
1 - 2 p.m.	Lunch
2 - 3 p.m.	Discussion Groups
6 - 7:30 p.m.	Dinner
8 - 9 p.m.	<u>Universities and World Affairs</u> Dr. Harvie Branscomb, Chancellor Emeritus, Vanderbilt University; Chairman, U. S. National Commission for UNESCO
9 - 10 p.m.	Discussion and informal reception
June 12: 9 - 11 a.m.	Summary Session: Report by Recorders of Discussion Groups General Summary by Mr. F. L. Wormald Final Remarks by Conference Chairman
12 noon	Farewell Luncheon

*In the unavoidable absence of Dr. Frank Cyril James, his paper was read by the Chairman of the Conference.

VISITING SCHOLARS

Helmut Aigner State University Col- lege Cortland, N. Y.	Hohere Technische Bundeslehrund Versuchsanstalt, Vienna Modern Languages and Literature
Filippa A. M. Alberghina Johns Hopkins Univer- sity	University of Milan, Italy Art and Plant Science
Ezio S. Argano Rutgers State University	S. N. A. M. Co., Italy Physical Chemistry
Aurelian Barsan State University College of Forestry Syracuse	Forest Biologist, Sao Paulo Plant Science
George Keith Benson Cornell University	University of Liverpool, England Veterinary Histology
Shreekrishna Raj Bhandari Michigan State Univer- sity	Banaras Hindu University, India Economics
James Howard Bradbury Cornell University	Australian National University, Australia Chemistry
Mrs. Monique Denise Bricault Vassar College	Lycee Feminin d'Etat, France Languages and Literature
Arne Olav Brundtland Harvard University	Norwegian Institute of International Affairs, Norway Political Science
Kenan Bulutoglu Columbia University	University of Istanbul, Turkey Economics and Business Administration
A. M. N. Chakiar Department of State	University of Kerala, India Foreign Leaders Program
Joseph Frenkiel New York University	Scientific Adviser, Water Planning for Israel Engineering
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P. S. Jacob Colby College	Ahmednagar College, University of Poona, India Philosophy and Psychology
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Helga Kerston University of Wisconsin	University of Munster, Germany Biochemistry
Walter Kerston University of Wisconsin	University of Munster, Germany Biochemistry
Frey Kihlberg Massachusetts Institute of Technology	Royal Institute of Technology Biochemistry
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Bruce Eberhart	Chairman, Biology, University of North Carolina
John Finan	Latin American Studies, American University
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Frank Hopkins	Department of State, Washington, D. C.
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*Deceased

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Benjamin Nimer	Political Science, The George Washington University
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William K. Selden	Executive Director, National Committee on Accrediting, Washington, D. C.
D. F. Shaughnessy	Foreign Scholar Program, Columbia University
Kerry Smith	Executive Secretary, Association for Higher Education, Washington, D. C.
Frank Snowden	Dean, College of Arts and Sciences, Howard University
Robert Spiro	President of Jacksonville University
Donald Steel	Physical Education, University of Maryland
S. S. Steinberg	National Academy of Sciences
M. H. Trytten	Chairman, Committee on International Ex- change of Persons
Martin Tucker	English, Long Island University, Brooklyn Center
Benjamin Van Evera	Dean of Sponsored Research, The George Washington University
Robert Corbin Vincent	Chemistry, The George Washington University
Arthur von Mehren	The Law School of Harvard University
Rueben Wood	Chemistry, The George Washington University
F. L. Wormald	Vice President, Association of American Colleges, Washington, D. C.
Francis Young	Executive Secretary, Committee on Inter- national Exchange of Persons

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William L. Duren	University of Virginia
Maxwell H. Goldberg	Pennsylvania State University
Francis N. Hamblin	The George Washington University
Elizabeth Lam	Conference Board Committee, Washington, D. C.
John F. Latimer, Chairman	The George Washington University
William E. Moran	Georgetown University
Benjamin Nimer	The George Washington University
*William K. Selden	Executive Director, United States Commission on Accrediting, Washington, D. C.
Kerry Smith	Director of Commission of Higher Education
Frank Snowden	Howard University
Donald Steel	University of Maryland
B. D. Van Evera	The George Washington University
F. L. Wormald	Vice President, Association of American Col- leges

*Now Vice President, The American Assembly

PROGRAM FOR MIDWEST CONFERENCE
Indiana University

June 14: 2 p.m. Registration

3:30 p.m. Reception

5:30 - 6 p.m. Dinner

7 p.m. General Meeting
Welcome - Lynne Merritt
Greetings from the Department of State -
Frank Hopkins
Purposes of the Conference - Elizabeth Lam

7:45 p.m. General Meeting
The College and Its Role in the United States
George R. Waggoner, Dean of the College of
Liberal Arts and Sciences, University of
Kansas

10 p.m. Refreshments

June 15: 8:45 a.m. General Meeting
The University and Economic Growth
Arthur M. Weimer, Co-Chairman of the Aero-
space Research Application Center

10:15 a.m. Coffee Break

10:30 a.m. General Meeting
Higher Education for All the People
York Y. Willbern, Professor of Government,
Director of the Institute of Public Adminis-
tration, and Chairman of the Self-Study Com-
mittee, Indiana University

12:15 - 12:45 Lunch

1:50 p.m. Campus Visits to Related Departments

Afternoon (as desired) General Campus Tours
Recreation Facilities

5:30 - 6 p.m. Dinner

7 p.m. General Meeting
Higher Education and Research
Ralph E. Cleland, Professor of Botany,
Dean Emeritus of the Graduate School, and
Co-Chairman of the Aerospace Research Ap-
plication Center, Indiana University

	8 p.m.	Small Group Discussions
	10 p.m.	Refreshments
June 16:	8:45 a.m.	General Meeting <u>Education of the Individual in the Liberal Arts College</u> Frank T. Gucker, Dean of the College of Arts and Sciences, Indiana University
	10:15 a.m.	Coffee Break
	10:30 a.m.	Small Group Discussions
	12:15 - 12:45	Lunch
	1:30 p.m.	Buses leave for Spring Mill State Park
	5:30 p.m.	Picnic Supper
	6:30 p.m.	General Meeting <u>Some Problems of Cooperation in the International Community of Scholarship</u> Walter H. C. Laves, Professor and Chairman of the Department of Government, Indiana University
	10 p.m.	Refreshments
June 17:	8:45 a.m.	Small Group Discussions
	10:15 a.m.	Coffee Break
	10:30 a.m.	General Meeting <u>Adjustment of Educational Institutions to Changing Needs</u> Foreign Panelists: Sonia Basic - Yugoslavia Oswaldo Froto-Pessoa - Brazil Kimi Hara - Japan Ting-pong Koh - China Bina Roy - India Zoigniew Wierzbicki - Poland Mysore Yamunacharya - India
	12:30 p.m.	Lunch

VISITING SCHOLARS

Jaakko A. Ahokas Indiana University	Finland Translator and Interpreter, Finland Modern Language and Literature
Hideo Akaiwa University of Chicago	University of Gunma, Japan Chemistry
Jose Aleman Vega University of Wisconsin	University of Madrid, Spain Chemistry
Abu Taiyeb Anisuzzaman University of Chicago	Dacca University, Pakistan Language and Literature
David J. Bartholomew Harvard University	University of Wales, United Kingdom Mathematics
Mrs. Sonia Basic Columbia University	University of Zagreb, Yugoslavia Modern Language and Literature
Maurice Bichard University of Minnesota	University of Newcastle-on-Tyne, United Kingdom Agriculture
Alfred Bishara University of Kentucky	Ain-Shams University, United Arab Republic Engineering
David Brett-Evans Indiana University	University of Nottingham, United Kingdom Languages and Literatures
Michael Confino University of Chicago and Columbia University	Hebrew University, Israel History
Arthur Cunliffe University of Rochester	University of Hull, United Kingdom Physics
Horst-Dieter Dellmann University of Missouri	University of Munich, Germany Agriculture and Plant Sciences
Joseph J. Depireux Washington University	University of Liege, Belgium Biophysics
Mohamed T. M. Foda Wisconsin Medical School	University of Alexandria, United Arab Republic Medical Sciences
Oswaldo Froto-Pessoa Wisconsin Medical School	University of Sao Paulo, Brazil Biochemistry
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- Arumugan Sathasivam
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- Afif Sevinc
Michigan State University
- Tadamasa Shida
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- F. G. Hudson Silva
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