

MEMO

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To McPhee, Kennedy, Andrews, West

Date June 5, 1965

From Vanoncini

Subject

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OFFICE OF THE VICE PRESIDENT

CALIFORNIA STATE POLYTECHNIC COLLEGE

SAN LUIS OBISPO CAMPUS

In a recent meeting with you the suggestion was made that some criteria be developed for our overseas program to determine the extent to which we would participate. The idea was also presented as to whether we should be there at all. I will present some personal feelings and ideas that, used in conjunction with the thinking of others, could possibly be considered as a partial basic criteria adjustable to changes in the future.

It should not become necessary for us ever to ask "what prestige or good will it do for our college," but can we assist in the national effort towards its decision to enter the field of world educational affairs. Government has made this decision and since 1954 become greatly active through assistance with investment programs, money grants, foreign educational student exchange, teacher exchange and technical education assistance. The Philosophy of World Affairs education, or assistance, is not a partisan venture, it is an idea created by educated men feeling that a free world must be an educated world and that wealthy nations should be encouraged to participate in the movement of ideas and have free and open communication among all people of the world. Colleges and universities in the United States are becoming more involved in international affairs than is realized; they have accepted the government philosophy of assistance towards a free world through the use of education. The majority of colleges are now actively engaged in some overseas program. Many, without a doubt, are there for prestige, empire building and the money. These, however, do not overshadow those that are accomplishing the objective of the governmental program by improving the standard of living, increasing literacy, and more important, communicating and transferring ideas to those where communication has always stood as a barrier to the free world.

Many are critical of this government's activities through A.I.D. in foreign areas, primarily because of costs, politics, and a lack of knowledge in its accomplishments. We tend to listen towards the bad rather than the good.

Educational assistance to the foreign areas is here to stay, because the accomplishments have been and are leading us in the direction of a free world. Government cannot do this alone, it must draw from the resources of the colleges and universities. The colleges and universities, in turn, must understand their responsibility in a free world, and that they cannot and must not live within their own little kingdom of interest.

The college must understand what they can do best and offer these services to the cooperating governments. No college should take on the responsibility if it cannot more than accomplish its directive as indicated by the contract.

As I have stated many times before, Cal Poly has been most successful over the last 43 years in the field of technical and vocational education, as has been shown by the final product, its graduates. These graduates have carried with them the philosophic feeling that has been so successful in the development of the college and has made it known throughout the United States and now into the foreign areas.

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No one has the right to withhold secrets of success. Cal Poly has these secrets and they are responsible for passing them on when called upon. I do not mean to imply that they have been withheld, this would be absurd, but must now be more forceful in their request to give educational assistance to these foreign areas regardless of their location. Growth is often accomplished to a greater degree in areas less desirable because of climate, facilities and recreation. One only has to remember the accomplishments of some of our missionaries in isolated and desolate areas over the past fifty years.

Here we must keep in mind that we will accept only those programs that are basic and fundamental. The kind of a program that will improve one's ability to produce for his existence and survival; the kind of a program that will instruct in the development of the basic fundamentals of mechanics for greater efficiency and more production. We must accept only those programs that are geared to the improvement of the individual. If we raise the ability of the individual we automatically raise the standards of the country.

To this point we can understand why the government has become more than involved in these programs; we can understand why the colleges must participate; and we understand the philosophy and capabilities of Cal Poly. Now we must implement the latter.

To be successful in any overseas program the number one item would be area of concentration. We are proficient in the complete fields of Agriculture, Instructional and Vocational. We are strong in the technical aspects of Engineering; however, stronger in some than others. The business department would give us strength in Vocational type classes and the Homemaking department similar status. The teacher training section of the Education Department would be worthy of consideration in a teacher training institution. My evaluation of the strong divisions and departments is probably incorrect; however, I do feel that these mentioned would represent us well.

The second item for consideration in determining a successful venture would be personnel. This item alone will create the most discussion. The Chief of Party should always be a Cal Poly staff member from the San Luis Obispo Campus or Kellogg in order to secure the closeness necessary for thoughts and ideas. We must be sure that this person represents us in all respects and is in accord with our philosophy and purpose. Depletion of staff to the extent that it destroys our main purpose of existence is not the intention of this program. Our campus and our students come first; however, let us not forget our final product, the graduates, who have made the college what it is today. We must be willing to accept the fact that our college or any of the other colleges participating in such programs can be in a position to use only their own staff members. With the changeover of personnel yearly, the staff gets to the point where most of them have had less time on campus than many of our graduates. These graduates have been indoctrinated; they have been successful; they have been established - they, to me, will do the best job and should be given equal consideration.

After we consider areas of concentration, and personnel, there is only one item left and that is, how far do we go. If we are as proud of our college as we say we are, if our graduates are as successful as we say they are, if we can believe what people say on how successful the college has been and the important role it plays in the field of education, then we are in no position to turn down, pull back, or hold on any request to participate in this worldwide venture of education that our country has deemed necessary. We must proceed on the basis of consideration given the first 2 items, area of concentration and personnel.

In the summation of this report, and based upon the purpose of the foreign educational program, plus the successful educational curriculum of the college, the criteria for our

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entrance and extent would be;

1. Accept only those requests for assistance in areas of our strength and those that have the purpose of the individual in mind.
2. Personnel used by the college will be those of our staff whenever possible, with consideration given to our graduates in the field.
3. The geographical area accepted should be based upon the need for the program by the country and its necessity to the individual.
4. The college will act with vigor to procure contracts that are vocational and technical in nature; limitations will be based primarily on the availability of personnel within the organization and those in the field.