

Foreign Students Discuss American Education

Learning about scientific priorities in other countries and developing networks for communication among scientists around the world are two of the objectives of the AAAS Office of International Science (OIS). The participation of 20 foreign students* in a program arranged by the Office at this year's Denver Annual Meeting provided an excellent opportunity to further these objectives.

Attending under the 2-year-old OIS grant program, the students, representing 16 nations, spent much of their time in Denver debating and discussing the relevance of an American education and its potential applications at home. The question first arose during a panel discussion on Monday, 21 February, the idea for which had been conceived by foreign student grantees at last year's Annual Meeting.

Reflecting a growing concern for the poor of the world, the students generally felt that the "trickle down" theory of development was not working in their countries. Their education, they felt, should focus more on utility and relevance for the vast poor majority. Throughout the 5 days of the Annual Meeting, the students tested their ideas on each other and on guest speakers who met with them at intervals in the Meeting's Student Hospitality Center. Stimulated to seek some mechanism for maintaining contact with each other and for

advising newly arrived foreign graduate students, the group prepared the following statement:

Having deliberated upon the relevance of graduate education in United States institutions to the needs of foreign students, we recognize that development has been defined in different ways. However, there is a consensus among this group of foreign students that the goal is to achieve equal distribution of roles and resources among people so that they may satisfy their human potential.

Historically, various approaches to the achievement of these goals have developed. One is represented by most industrialized nations, and overemphasizes growth at the expense of equal distribution and social equity. No nation following this approach has been able to satisfy the basic needs of all its people, yet it is still followed by most of our countries.

A preferred approach emphasizes both growth and distribution as essential components of the development process to meet the needs of all people. This involves far-reaching changes in the pattern of distribution of wealth and social structure.

Although to date it has not been predominant, we are convinced that the approach that stresses both growth and equitable distribution is the only one that can satisfy the needs and aspirations of humanity. We hope that these principles will be applied by both countries and international sponsoring organizations during their selection of students to attend overseas institutions. Unfortunately, not all foreign universities are structured to orient the student's perception in this new direction, nor have all students set their goals along these lines.

Our group intends to promote these objectives. As students attending this conference, we believe we can play a useful role by gathering information regarding academic programs that may be compatible with the stated goals. This information will be useful to foreign stu-

dents currently enrolled in U.S. institutions, potential students still in foreign countries, sponsoring nations, and international organizations. We shall explore various ways of disseminating the information, including the possibility of influencing the orientation programs conducted for incoming foreign students.

At the next AAAS Annual Meeting, our group will report on its activities and recommend how a permanent nationwide foreign student organization might be formed. We shall organize also a panel and workshops regarding the role of foreign students in promoting the development of their own countries.

Suggestions concerning these or other activities are most welcome. Comments should be sent to the Ad-Hoc Committee of Foreign Students, AAAS, Office of International Science.

Minorities, Women, Handicapped Review Common Problems

Minorities, the handicapped, and women—three groups unique in many ways, but with a common factor of underrepresentation in the science fields—came together in a symposium during this year's AAAS Annual Meeting.

The special symposium, entitled "Minorities, Women, and the Handicapped: A Workshop on Programs that Work," was sponsored by the AAAS Office of Opportunities in Science (OOS), 20-23 February 1977. The symposium was aimed at identifying cultural, socioeconomic, and attitudinal obstacles to participation in science that these three groups have in common. Interaction among workshop participants also focused on exploring whether a program that experiences success with one group may also have potential for success in another group.

Prior to the workshop, many of the participants had never been made aware of the problems and experiences which were common to members of other groups. For example, William D. Wallace, a black health administrator from Harvard Medical School, remarked that until he saw Louis Schwartz, a deaf scientist from the U.S. Geological Survey,

*Foreign graduate student grantees who attended the AAAS Annual Meeting in Denver were: Celerino Abad Zapatero, Spain, University of Texas; Arindam Bose, India, University of Michigan; Kay R. Burnett, New Zealand, Johns Hopkins University; Udom Chantharakasri, Thailand, Cornell University; Leyla Erk, Turkey, George Washington University; Nancy Goray, Ecuador, Wayne State University; Shadrack B. O. Gutto, Kenya, Tufts University; David Lee, Taiwan, Southern Illinois University; Jan Morawiec, Poland, State University of New York, Stony Brook; Josue Njock-Libii, Cameroon, University of Michigan; Peter Nkedi-Kizza, Uganda, University of California, Davis; Emelike Okoro, Nigeria, University of Manitoba; Banu Onaral, Turkey, University of Pennsylvania; Godwin Ovuworie, Nigeria, George Washington University; Ike C. A. Oyeke, Nigeria, University of Michigan; Anil Ravanshi, India, University of Florida; Soetiman, Indonesia, University of Oklahoma; William Tobin, Great Britain, University of Wisconsin; Eric A. Trauboulay, Jr., Trinidad, George Washington University; and Alvaro F. Umana, Costa Rica, Stanford University.

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