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COMMUNICATION AND CHANGE



INTERNATIONAL COOPERATION ADMINISTRATION

Washington 25, D. C.



COMMUNICATION AND CHANGE

Prepared by the staff
of the Michigan State University
ICA Seminars on Communication

Edited by Dr. Huber Ellingsworth
Associate Director, ICA Seminars



International Cooperation Administration
Washington, D. C., 1960

Preface

PROVIDING PARTICIPANTS with effective technical training and encouraging them to utilize this training in their home countries are among the major goals of the International Cooperation Administration. ICA, therefore, has given careful and continuing consideration to communication problems and opportunities of participants. An indication of this concern is the operation of a series of seminars on communication, which has given an orientation in communication to approximately 100 participants each month since the Fall of 1958. These seminars have developed an approach related as closely as possible to the situation in which the participant will find himself on his return to his country. Information, suggestions, and experiences of ICA participants, other officials of the countries they represent, ICA personnel, The National Project in Agricultural Communication, and Michigan State University staff members were utilized in developing the present approach to the kinds of problems a participant is likely to face upon return home.

This booklet has been produced by the seminar staff to present seminar content to those participants who attend and also those unable to be present.

The ICA asked The National Project in Agricultural Communication to develop a seminar which would assist returning participants with the task of successfully adjusting to the home situation and successfully introducing ideas generated through their study in the United States. The request was referred to Michigan State University, on whose campus the Project was located.

Long interested in problems of international education, Michigan State University agreed to undertake the task with the assistance of an interdepartmental



Participants attending the seminars have come from 59 countries.

committee from various areas of study at Michigan State. The present seminars represent not only the efforts of this group, but the continuing evaluation of the seminars by both participants and staff.

This short booklet is not intended as a substitute for actual attendance at the seminars. Rather, it attempts to indicate a few of the major problems with which the seminar is concerned, plus some of the approaches which are used in discussing these problems.

We sincerely hope that you will obtain value from this booklet, and that we may have the pleasure of welcoming you personally at a future seminar.

Sincerely,
DAVID K. BERLO, *Director*
ICA Seminars on Communication

P.S. If you have any questions about material presented in this booklet, or the seminars in general, we would be pleased to try to answer them. Please address all correspondence to:

ICA Seminars on Communication
College of Communication Arts
Michigan State University
East Lansing, Michigan
United States of America



The week-long seminars are kept informal. Participants have time to get acquainted with each other.



Seminars from September through June are held at Cacapon Lodge which is located in the beautiful mountains of West Virginia.



Staff members are drawn from educational institutions throughout the United States.

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I The Desire To Be of Service

ONE OF THE MOST universal goals in human society is the desire to be of service. When you came to the United States as an ICA participant, you probably had some ideas of the ways you could be of greater service to your country as a result of your mission. While you have been here, no doubt your experiences have either helped to confirm these expectations, or they have caused you to change or reappraise your meaning for successful service. In either case, it is probably safe to assume that you now have a set of expectations about your success when you return. Unless you are a most unusual person, you sincerely hope to be of service in many ways—to your family, your friends, your organization, and to the overall needs and objectives of your country. Let us explore together some of the most important bases of success.

THE BASES OF SUCCESS

When a participant returns to his own country, his success depends to a great extent upon how well he can analyze and interpret three major factors: the *situation* in relation to his specialty; the *people involved* in the situation; and *himself* with respect to the situation and the people involved. Fortunately, most participants can begin this analysis long before they arrive home—but of course this preliminary analysis must be revised in the days, weeks, and months after return. Let us look at each of these three factors:

A. The Situation

No matter how familiar you are with what has taken place in the past, you will find it profitable to examine the total situation again in some detail on your return home. Your new experiences and knowledge will suggest new things to look for, and you will be able to interpret or explain events in new ways. Experience indicates that the following four activities generally are most important in arriving at a useful analysis of the situation:

1. Try to determine *why conditions are as they are*. Do not be satisfied with surface explanations or excuses. Seek explanations which may lie behind the explanations. This may mean considerable reading, thinking, and discussion.

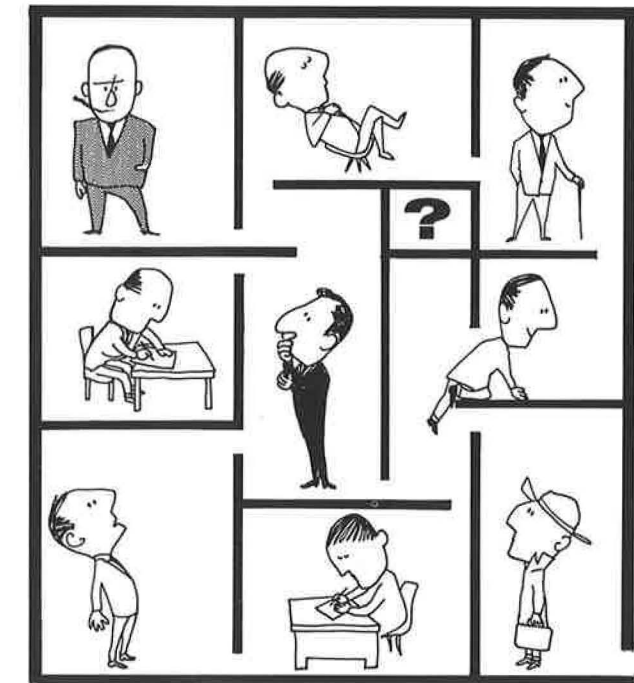
Remember, you seek understanding of causes. It is not your function to criticize, but rather to use the resulting information creatively in furthering your objectives. It is easy in any organization both to give and to accept such an explanation as "insufficient funds" or "untrained personnel." It is more difficult, but more rewarding, to analyze the current utilization of resources and determine whether other courses of action are available.

2. In areas of concern to you and your plans for technical development, *find out how decisions are made* in your organization, *who makes them*, and *what bases are used* for decisions. What is the formal structure of your organization? Is it shaped like a triangle, with a powerful superior at the top and a descending order of power as the structure grows broader toward the base? Are subdivisions of power rigidly observed, so that you may talk only to persons directly above and below you or to those on the same level? Or should your organization be thought of as a square or rectangle, with a diffused power structure and a director at the top who assumes only nominal control? Is there a fixed and inflexible priority for the utilization of personnel and materials which comes from a power center above your organization, or is it possible that your project might be accomplished if its worth can be demonstrated to your immediate supervisor? All these are questions which you probably can answer on the basis of your present knowledge, but the answers will probably require evaluation after your return.

3. *Observe the nature, direction, and extent of change that may be taking place* in the organization. Learn how this change was initiated, by whom, and with what problems. Perhaps the most obvious cause for a development of this sort is a change in personnel. Perhaps a highly competent person has been removed and his job filled by someone less capable, or the situation may have occurred in reverse. Resources may have been added to, or taken from, the organization. Social, political, or technological changes may have increased or decreased the importance of the organization or specific parts of it. In the presence of this change, what problems and opportunities have arisen which you need to take into account in adjusting your expectations?

4. *Examine possible effects of your ideas which you may not have thought about.* Weigh in your own mind, and discuss with others, the possible economic, social, political, or cultural consequences of the changes you propose. When a country builds its first steel mill, hundreds of people may face the prospect of working on religious holidays, because technological change often conflicts with other human values. When a country builds its first atomic power plant, concerns about water and air pollution, the health of workmen, and the safety of nearby cities are possible negative factors which have to be avoided or at least contrasted with obvious benefits of atomic power.

You may not be concerned with tasks this broad in scope. The point can be illustrated as well with less sweeping changes, such as a new system of dial

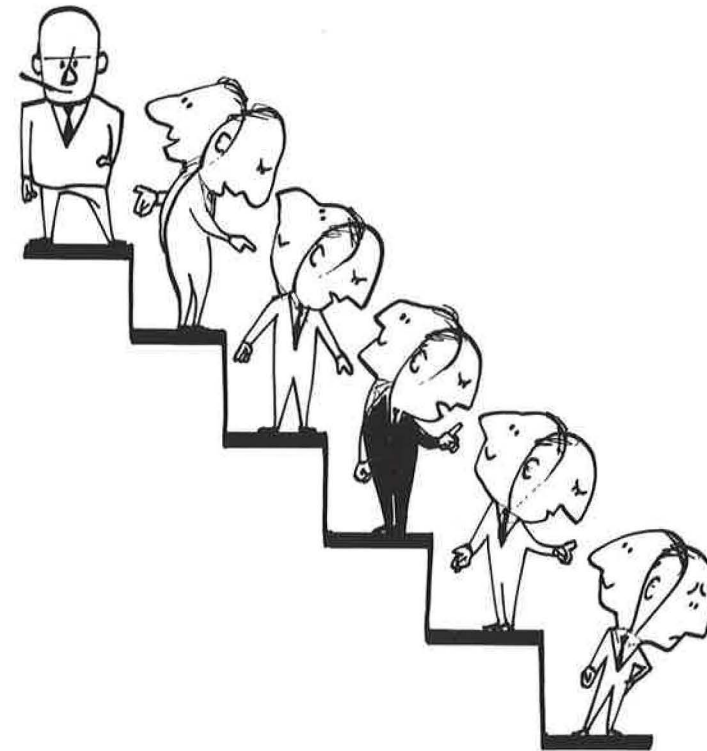


A participant's success may depend on his analysis of the situation, the audience, and himself.

telephones or a shift of office priorities in a building. An inventory of the persons and groups likely to be affected by your plans will enable you to determine in advance how to take advantage of the support available, to alter your plan to avoid some problems, and to deal with objections based on problems you can't avoid.

B. The Audience

Within the system in which you operate, there are specific groups of people with whom you must work if your ideas are to be successful. If you are an aircraft landing technician whose task is to instruct others in the operation of new and more complex equipment, your audience will probably be a relatively small face-to-face group. Or you may be a broadcasting specialist who will succeed only if millions of people improve their standards of health or their agricultural productivity. In some ways the number of people in your audience is not related to the difficulty of your task. Whether your audience is measured



Does your organization have a powerful director and a rigidly descending order of authority?

in dozens or millions, it usually is valuable to remember the following suggestions:

1. *Proceed slowly.* People tend to develop habits, and to resist attempts at breaking established patterns of response. And they tend to reject rapid change even more absolutely.

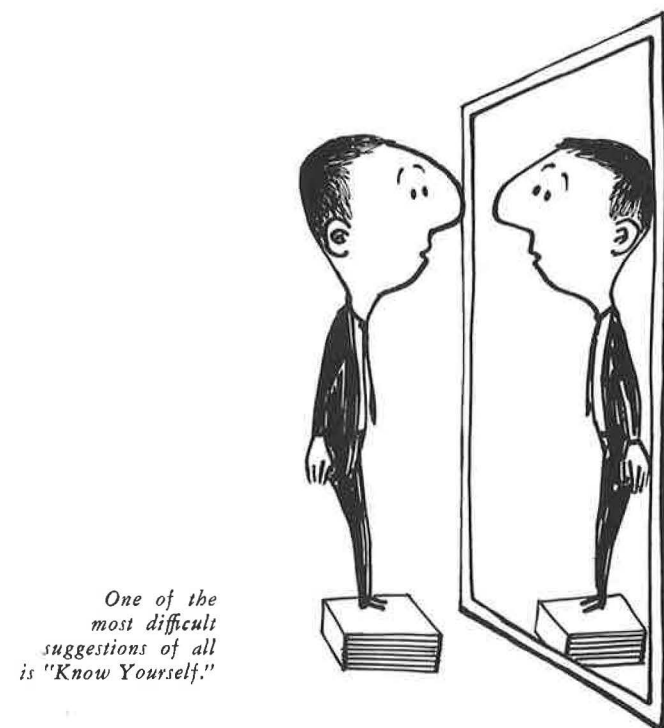
Studies of returned ICA participants contain many striking examples of highly capable participants who returned to their home countries intent on making rapid and sweeping changes and within a few weeks found themselves cut off from their associates and in disfavor with their organization because they attempted to change things "overnight."

People tend to place high value on the knowledge, skills, and beliefs which they have acquired. The idea you propose may seem to attack these values, either by implication or directly. Your colleagues will be willing to accept your idea only if you present it in ways consistent with their values, or if they can substitute new values of a higher order to themselves, to the organization, or to the country.

2. *Observe carefully.* As we have already noted, whatever your plan, it involves new ways of behaving for your audience. Your listeners will make these changes only as they are ready and able to make them. By careful observation you can determine their readiness to change and the success of what you have already attempted. It may be necessary to break your new idea into many small ideas and to observe carefully what happens before, during, and after each one in order to determine how to proceed. Plans and goals may need to be modified many times as the result of observations which you make.



Does your organization have a relatively informal structure?



C. Yourself

One of the most difficult suggestions made in this booklet is "know yourself." No inventory of factors of success is at all complete without an attempt by the agent of change to describe himself. These are some questions which may be helpful: Have you acquired the knowledge and ability to accomplish what you desire, or is a lack of technique likely to betray you once the program is undertaken? Can you place yourself in the role of listener and observer? Do you feel obliged to criticize those who disagree with you rather than to understand their view and reconcile it with yours? Are you aware of the changes which you have undergone as an ICA participant? Do you have an honest picture of how you get along with your associates? Are you prepared to remedy those personal factors which seem to interfere with good relationships between you and those around you?

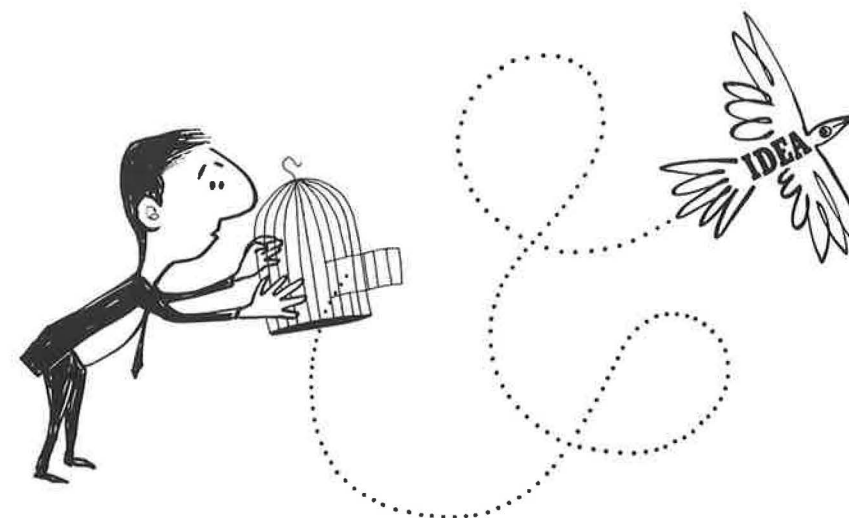
Many of us who desire to introduce new ideas can observe accurately the situation and the audiences with which we must deal. An appraisal of ourselves is much more difficult. The ability to understand and correct our own deficiencies greatly increases our chances of success—helps us be of useful service.

CHANGE AND COMMUNICATION

We have been talking thus far about factors important to the person who desires to introduce new ideas and to change the beliefs, attitudes, and conduct of others. This was done because we wish you to think of change as a *process*—a highly complex set of factors related to one another and possessing no observable beginning or ending. Change cannot be described simply in terms of an ICA participant who returns to his own country with a new idea which he presents for acceptance. All the related events before his return are involved. All the factors in his attempts to change are involved, and once his idea is released he can no longer control it. It becomes a part of the situation and goes on changing and being changed indefinitely.

At this point you might well raise the question "But what has this to do with communication?" The answer is that communication itself is a process of change—that everyone who communicates does so because he wants to affect human behavior.

We have approached communication from the viewpoint of change because you probably see yourself as concerned with change rather than with communication. But all that we have said up to now about change is an outline for discussing the process of communication. The next section of this booklet will deal with some of the communication problems you may encounter when you return home. It is based on testimony of other ICA participants—people like yourself who were eager to return to family, friends, job, and country.



Once an idea has been released, it can no longer be recalled or controlled by the source.

II ICA Participant Returns

LET US NOW ATTEMPT to make this discussion more personal by suggesting that you picture yourself as a communicator-change agent in the hours and days after your return to your home country. Not every comment in the following paragraphs will apply to you; we ask you only to think about them and to relate them to your own life.

YOU AND YOUR FAMILY

Perhaps your dominant emotion upon returning home is affection for your family. If you are like most returning participants, you are hoping and expecting that your family will not have changed. You want things to be just as they were before you left home, or even better. Actually your family has changed in many ways, and so have you.

The large amount of time which your family formerly spent with you was spent in other ways while you were away. All the problems which you solved for your family have had to be disposed of in some other way. Decisions that depended on you have had to be made by others. Children will have grown older, and may have been given more responsibility in the household. Your family will know more; their interest in the United States and in world affairs will have been stimulated by your ICA trip. In these and in countless other ways your family will have changed. (Paradoxically, though, you may be disappointed that they have learned less about the geography, customs, and ideas of countries you have visited than you think they should have. Remember, you've been abroad—not your family.)

You have changed, too—much more, perhaps, than you realize. And it is likely that your family is anticipating even more change than has taken place—for they have heard about the ways other persons have changed during a year abroad. They probably will be looking at everything you do and say to see what changes your actions reflect.

Some of the changes in you will be obvious. You may have an American haircut, American clothing, or American cigarettes and matches. Perhaps you

have purchased new glasses, a new pen, or a new camera. You have learned some American habits of greeting, and even your use of your own language may at first sound somewhat strange because of sound patterns carried over from the use of English. Gestures you picked up in the United States will come automatically to you.

These are mostly superficial evidences of change, but they are the kind of evidence that might make the members of your family say, "If he has changed as much in his thinking and in his basic attitudes as he has in the way he looks and acts, he is a different person." And you *have* changed in your thinking and in your attitudes too, perhaps not so much as your family thinks, perhaps more. You have grown older, and compressed a wide range of experience into a few months. You have become a cosmopolitan person, more a citizen of the world than before, and you can now speak with authority about other people, other ways, other philosophies of life. You can refer in conversation to many of the world's great cities with which you are now familiar.

Your English, if you are not a native speaker of English, has improved significantly. You have acquired "peculiar" ways of saying things—perhaps English idioms, etc. Your religious practices or traditional ways of behaving have very likely been subjected to severe strains, for in many cases it was impossible for you to observe special holidays or to secure special food. And finally, your beliefs have probably changed, perhaps more than it is possible to know.

Having considered your family, let us now talk about your friends—for they, too, have changed during the past year. They have found other things to do with the time they spent with you. They have made new friends. They have developed new interests—experienced things you haven't experienced. You may feel at first that you are an outsider rather than an insider in their conversation. Again, it is likely that you expect them to have changed *less* than they have, and it is likely that they expect you to have changed *more* than you have. Perhaps they are afraid that you will no longer be interested in the same food, drink, and pleasures, or in their conversation. It may be that many of your best friends will think "He may still want to be my friend; he may not. I shall watch very carefully to see."

Thus as you re-enter your country you are at a critical point in pulling together your world so that you may again feel at home. How do you move into a situation such as we have described, the complex situation of re-shaping your personal world in the face of the past change and continuing change? Perhaps we should pause to discuss this question. The question is a healthy one, for the person who is sure he has no problem may close his mind to many dangers. Yet a balance of confidence and of questioning is needed; for *too much questioning can be as dangerous as none at all.*

Some Questions for Consideration. Suppose someone were to make a list of all the things that have changed about you. What would he include? Can you list as many as 40 different changes in your habits, behavior, appearance, beliefs, understanding, etc.? Of these things, which would your family expect? Which would surprise them? Which would your closest friend expect? Which would surprise him? Are there any that surprise you?

How do you think your family and friends have changed? What can you do to find out—without making mistakes which will have to be corrected?

BACK ON THE JOB

After you have been welcomed home by your family and friends, inevitably the hour will come when you will report to your office to begin work again. Many persons will be glad to see you, and your arrival will have caused some interest, for you have been away a long time. It is probable that several of the people who are most closely associated with you will consider your return with mixed feelings.

What of your superior officer, for example? He is probably glad to see you return, and eager to hear what you have to tell him. Yet he has certainly heard of persons who went abroad and changed so much while there that they presented serious administrative problems. Sometimes such persons return to their countries with the feeling that they know more than their superior knows; sometimes they are filled with enthusiasm for a project which the supervisor cannot possibly approve for budgetary or other reasons; sometimes they are unable to operate effectively in an administrative framework which their trip abroad has caused them to consider obsolete. No matter how satisfying the relationship was before, you may find your supervisor thinking now, "I wonder if he will be more critical of me and of this office in the future?"

One of the decisions that you must make relates to the quantity of information that you give your supervisor the first time you see him. Careful observation of his reactions will help you decide how great his interest is in your oral report and what priority to give the various subjects about which you might supply written reports. Your superior officer is a very important receiver; if your plans are to succeed it is essential that your message be so attached to his needs, interests, attitudes, and expectations that he will understand and accept it.

Another person who may view your return with mixed feelings is the man who has taken over your job during your absence. What will he think and how will he feel as you come up to his desk to talk with him about what has happened while you were away? Perhaps he feels that in some ways he has done a better job than you would have done, and wonders whether you will notice this and give him proper credit for a good job. Perhaps he has made some mistakes which he thinks you may not find—if he is careful. Or perhaps

he is suspicious that you will seek to have his work discredited so that your own position will not be threatened. It is even possible, of course, that he has been discrediting your work throughout the year.

The persons who work under you may also view your return with uncertainty. Before your departure they had come to know what to expect of you, how much work you demanded, how to meet your standards, how to win praise and avoid blame. On your return they cannot be sure any more of many of these things. They wonder if they will still meet your expectations, or whether they will have to relearn a number of things about you—and you about them.

The persons with whom you work, colleagues in your own department and associates in other departments, may feel both curious and jealous about your trip to the United States. They will be watching you and listening to the tone of your voice, perhaps more carefully than they have ever done before. They will try to find clues about what sort of person you are going to be to work with now. Although you had become an "insider" before, you may have the sensation of being an "outsider" until you have been taken for granted again as one of the group.

The way you fit into the social system which your office represents is complicated by the fact that no one knows just what role you are now taking. Almost certainly you will not take exactly the same role you took before. Until your superior officer has clarified his concept of your new role, the only way others will have to judge your future status is through your own actions.

Some Questions for Consideration. Suppose you were asked to make a chart showing your relationship to the other persons in the organization in which you work. How complete a chart could you draw from memory? Do you know of any changes in rank or position that have been made since you left your country? Is your relationship going to be the same on your return as it was when you left?

How many of the persons you have identified on the chart will be interested in hearing about your plans? How many of them will need to know what your suggestions are; so that they will be able to do their own jobs more effectively? How many of them will you wish to talk with directly about your plans, and how many indirectly? What channels of communication will you use in reaching each of the persons with whom you need to communicate? Which persons should you communicate with first? Are there persons you have already written to about your plans? Are there others who might profitably work toward the success of your plans if you were to write them from this country?

With how many persons superior to him or at his same rank will your supervisor need to communicate about your ideas? Will any of these persons be likely to view your ideas negatively? Why? Are there ways you can help your supervisor meet the possible objections such persons might have?

III

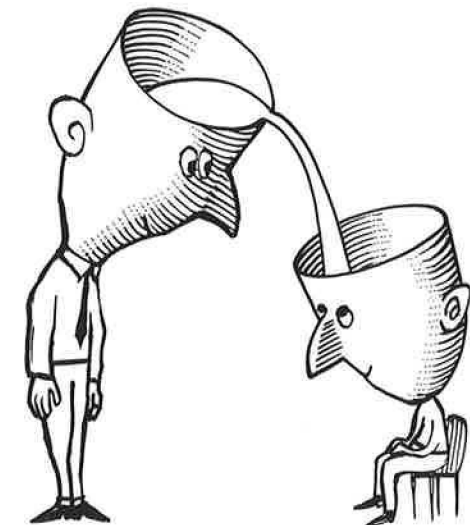
Some Elements in the Communication Process

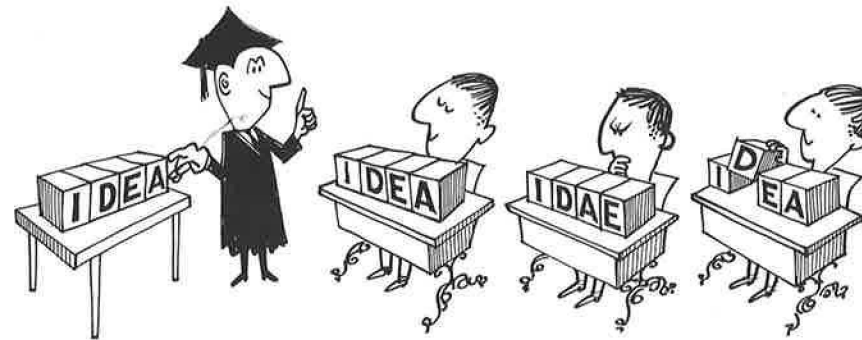
IF THERE IS ONE KEY WORD that applies to what you will be doing as you return to your country and reshape your personal and professional world, that key word is *communication*. How well you communicate may well be as important to your success as the quality of the ideas that you bring home.

A DEFINITION OF COMMUNICATION

As we begin a specific consideration of communication, it is desirable to attempt a description of what we mean. It is easy, though inaccurate, to think of communication in terms of a bucket of meaning which is dipped from one head and poured into another. The educational systems in all our countries tend to support this idea, especially if they emphasize the lecture method of teaching. The lecture method seems to make an assumption something like

It is easy, though inaccurate, to think of communication as transferring a bucket of meaning from one head to another.





Communication is not the act of transferring meaning; it is the act of eliciting meanings already present.

this: Students are ignorant. The professor possesses a great store of knowledge. Therefore, if he tells the students what he knows, communication (and learning) will take place.

Often, this is just what happens. But if it occurs, the reason is not because the teacher knew something which the student did not. It is because the student already had meanings for the words and concepts which the teacher employed. These meanings enabled them to construct ideas substantially like those held by the teacher. Therefore, we may say that communication is not the act of transferring meanings; it is the act of eliciting meanings which are already present. If you read the last sentence and had no meanings for the word "eliciting," no communication took place. If you have a meaning similar to the sender's for "drawing out" and he describes communication as "the drawing out of meaning," then you can receive his intended message. This brings us to a generalization about meaning—*meanings are in people and not in words.*

Most of us are conditioned to believe that there are "right" and "wrong" meanings for words. We may engage in heated arguments with our friends over the "correct" meanings of words. Yet such discussions contribute little if we are really interested in communication. Words do not "mean." Only people "mean." They accumulate meanings through experience. In the previous discussion of communication as a process, the statement was made that communication had no observable beginning. This is true in part because your meanings and those of your receiver were accumulated over your whole lives. They were collected through a variety of experiences, pleasant and unpleasant, helpful and disastrous to your goals.

In our attempt to describe communication thus far, we have said that it is the process of eliciting meaning and that meaning is found in people. If we

forget this we are likely to behave in ways which hinder, rather than help, communication. Just to "tell people" is not enough. We must observe and evaluate their responses continuously in order to determine what sort of communication has taken place. We can label this process of evaluation *feedback*.

We do not have the choice as to whether or not we will communicate. If two people are present in a room and aware of one another, they cannot avoid eliciting meanings in one another. If I pick up a newspaper printed in Chinese or Arabic and do not know the language, the paper nevertheless elicits meanings in me about the unfamiliarity of the lettering system. Therefore, we need to add the values of success and failure to our description of communication and say that successful communication occurs when the source elicits meanings in the receiver which are substantially like those which he intends to draw out.

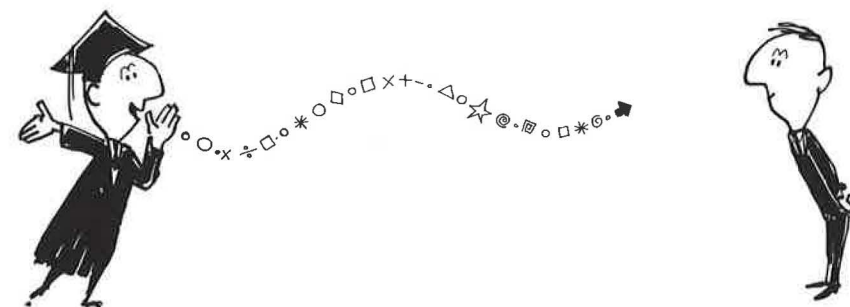
SOME FACTORS IN SUCCESSFUL COMMUNICATION

There are times when you are primarily a source and times when you function as a receiver of communication. Most of the time you will be both source and receiver in turn (or simultaneously) because you will be engaging in the process of evaluation we call feedback.

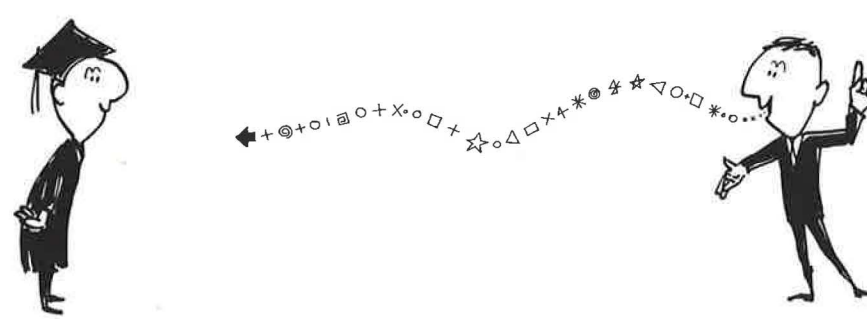
As a receiver, you will need to know about the source in order to evaluate his *attitudes* toward you; toward his subject; perhaps toward his job or his position in the family and community. Understanding attitudes helps us gain meaning not otherwise apparent. Also, we need to know what the source knows about his subject; we need to evaluate his *knowledge* in order to evaluate his communication. It is also helpful to know about the *social systems* and *culture* that have influenced the source. If the statements of the source seem self-contradictory it may be because of conflicting roles he plays in two or more different social systems, such as a family and a church, or a political party and a professional staff.

One thing that we can be certain about is that people change, in attitudes, in knowledge, and in their roles in the social system. As you listen to a source whose attitudes, knowledge, and social roles you were familiar with a year ago, it is important to know what changes have taken place since then in order to understand his message.

As a source, you likewise need to know about the attitudes of the receiver in order to reach him with your message. He may have prejudices or preferences which will significantly affect his response to your message. Also, you need to know the *knowledge* which he already has about your subject, so that you can begin where he is without wasting his time and losing his attention, and so



Source	Message	Channel	Receiver
Communication Skills	Elements	Seeing	Communication Skills
Attitudes	Structure	Hearing	Attitudes
Knowledge	Content	Touching	Knowledge
Social System	Treatment	Smelling	Social System
Culture	Code	Tasting	Culture
Receiver	Message	Channel	Source



A Communication Model

that you do not fail to supply needed background information without which he might not understand your message.

Since people do change, often rapidly and in ways that significantly affect the decisions they make, it is necessary for you as a source to keep up with the changes in your receivers and in the social systems and culture in which they operate.

In direct communication, where the source and receiver can see or hear each other, or both, it is possible for each to observe or sense changes in the other very quickly. Effective use of feedback by the source will often result in his shaping an entirely different message from the one he had originally planned, as he recognizes changes in the attitude of the receiver. If the communication is written or broadcast, the source must attempt to anticipate feedback and "build in" responses in his original message.

COMMUNICATION CHANNELS

Meanings are elicited, of course, when a person receives any stimulus either from outside or within himself. The source who has a message to convey may reach his receiver through any or all of these physical senses: seeing, hearing, touching, smelling, and tasting. Opportunities for using the last two are usually limited, but the source will make extensive use of seeing, hearing, and touching. If we have a message for someone, we often follow the easiest course of sending him a memo or calling him on the telephone. Much successful communication takes place in this way. But in an impressively large number of cases communication is not successful as the result of a single-channel message.

We suggested above that one of the ways of evaluating our communication is to present the message and then wait to see whether it is properly understood. Frequently we are unable to operate this way. We cannot wait, or it is of vital importance that we are understood the first time. Therefore, one way in which we can reinforce our meaning so that it has a better chance of being understood and remembered is through the use of *multiple channels*. If we both explain aloud and present our receiver with a written copy of our message, or if we use both words and pictures, or if we use words and pictures and operating models, we increase the chances of success.

In summary, communication takes place in both time and space. It brings about and is affected by changes in people's knowledge and attitudes. At least two persons with differing backgrounds, ways of thinking, responsibilities, goals, values, and expectations are always involved. Understanding of everything about a single communication situation is impossible. Yet an awareness of the complexity of communication is important to any communicator.

Some Questions for Consideration. General statements about what one ought to do are sometimes less helpful than specific thinking about actual situations. How can you see ways to apply the preceding discussion of the communication process to your own plans?

In listening to your colleagues and to your supervisor immediately after your return to your country, how can you learn their *attitudes* toward you and your ideas? How can you find out what they know about the subjects under discussion, so that you can better evaluate their statements about your plans? Do you think it would be helpful for you to ask questions aimed at securing a better understanding of their knowledge and attitudes? How can you estimate the changes that have taken place in the *social structure* during your absence? How do you decide the extent to which a man's communication is influenced by his place in the social structure, as an administrator or as a person whose status in relation to your status is temporarily uncertain?

IV A Look at Your Plans

WE HAVE TALKED about you and about your relationship to other people in your country with whom you work and to whom you will be describing your plans. We have outlined the nature of communication, the relationship of the message to the source and the receiver and some of the particular sources of danger in communication situations. One thing we have not yet talked about much, however, is the plan itself, or the group of plans with which you are returning to your country.

A person who wishes to be of service to his country needs to be an effective communicator, certainly, to secure the cooperation of others who will be needed to put his plans in operation. Yet if he does not have useful and appropriate plans, it will not be helpful to his country that he is a good communicator; it may even be harmful.

If we apply some of the principles of communication to an evaluation of a plan of social action, two of the first conclusions we will reach are these:

An idea or plan, when it is communicated, will set up a kind of chain reaction of influence. It will affect future events; yet since no two people have identical meanings for a message, it will change each time it is communicated and perceived by another receiver.

An idea or plan cannot be controlled by the source. As first one and then another person receives the plan, the plan becomes a shared plan. Yet the originator of the plan is unable to make certain that the persons who share the plan understand it in the same way that he does. As more and more persons share the plan, it becomes increasingly difficult for the originator of the plan to influence how they use it; it may soon become impossible for the originator to slow down his plan, or change its course, or achieve his original intent.

Thus the originator of a plan has a responsibility to make a careful analysis of its appropriateness in the first place, before presenting it, since the only time he has complete control of his plan is before he communicates it.

One aspect that he needs to consider is the way the plan will affect the balance that exists in his country. Suppose a participant plans to increase

the productivity of his community by mechanizing agriculture, and brings in several tractors to do work previously done by manpower and oxen or camels. There are many potential changes that come along with the change to mechanized farming. Perhaps gasoline will need to be imported into the country; this will make necessary new commercial distribution outlets, and will affect the balance of trade. Repair parts will need to be imported and distributed, and repair stations set up. There will be a disruption of the labor balance; many people may be unemployed as a result of the plan. The oxen or camels formerly used may be no longer profitable to maintain, and thus a new source of fertilizer and perhaps of transportation will have to be found.

Farmers in other communities, not mechanized, will be unable to compete, and the balance of economic forces within the country will be shifted. The landscape will change; there will be larger farms, and persons who were satisfied with small farms will now want more. Education will be affected, since there will be a greater demand for training in technical fields. As the use of tractors increases, there may be local production of some of the parts or supplies needed. In order to protect the development of local industry, the government may then enact tariff laws. So that what begins as a simple technological improvement may end affecting practically every part of the country's educational, social, economic, and political life.

Now, if we may focus our attention again on your specific plans, rather than on generalizations, what are you supposed to *do* about evaluation? To what extent do you need to be aware of side effects that might arise from your plan; to realize the long range as well as short range implications of your plan; to consider the relationship of your plan to the overall balance of your country?

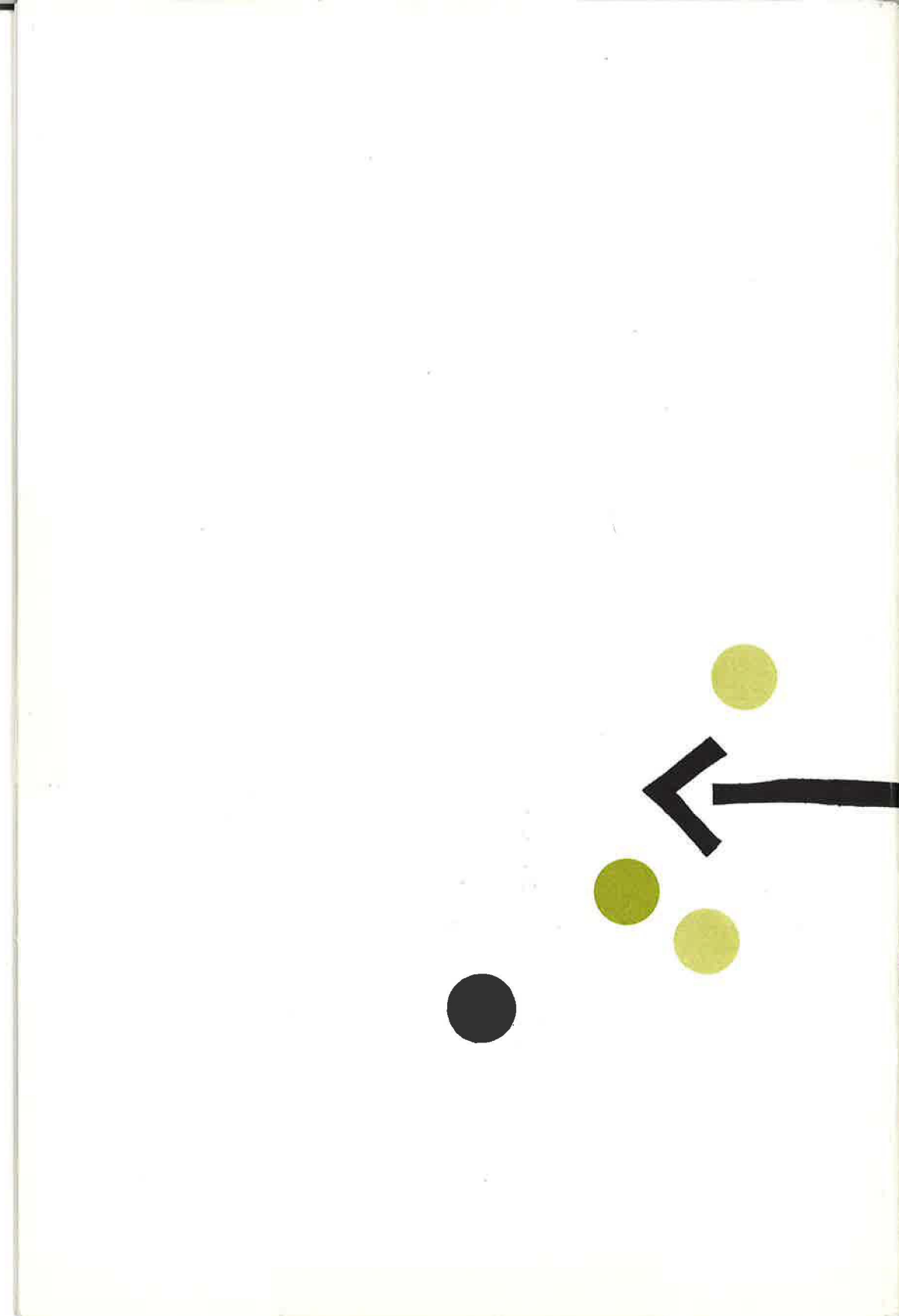
It is likely that this question will be answered differently by different individuals. Some will suggest that the responsibility for evaluation of plans rests largely with superior officers. Yet it is almost certainly true that you yourself are in the best position to observe the idea at work in the United States, and to consider accompanying aspects that seem closely related to the idea. And it is certain that the ICA participant who presents a plan that he later wishes he had never introduced may do his country a real disservice.

V A Last Word

IT WOULD BE GOOD if we could say here that attention to all the concerns mentioned in this booklet, plus continuing awareness of the needs and expectations of others and of the implications of your words and actions would guarantee success in all your enterprises. However, so many factors are involved in success that it would not be possible to name all of them, and of course effectively controlling them is equally impossible.

We can assert that success is more likely to come to the person who knows what he is doing than to the person who does not. A participant who returns to his country should know what he is doing, and should act on the basis of that knowledge when he is listening to others, talking and writing to others, seeking to secure support and cooperation for his plans, undertaking evaluation of his plans in their relationship to his country's needs, or seeking understanding at any level.

We have spent these pages discussing how you can put your experience and knowledge to its most effective use. We have often spoken of matters which your experience has already taught you, and sometimes of things which may apply to some ICA participants but not to others. Our excuse for saying so much is that we sincerely wish you success in reaching your goals and those of your country.



ICA Communication Seminars, '61-'68

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ICA

Seminar

- ① Dec 11-16, 1960
- ② June 18-31, 1961
- ⑦ Dec 26-31, 1968
- ④ June 11-17, 1967
- ③ June 10-15, 1962
- ⑤ Aug 6-12, 1967
- ⑥ June 15-22, 1968

Dec	1960
June	1961
June	1962
June	1967
Aug	1967
June	1968
Dec	1968

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International Cooperation Administration
Seminars on Communication

Conducted under contract by
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April 1, 1961

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Seminars on Communication
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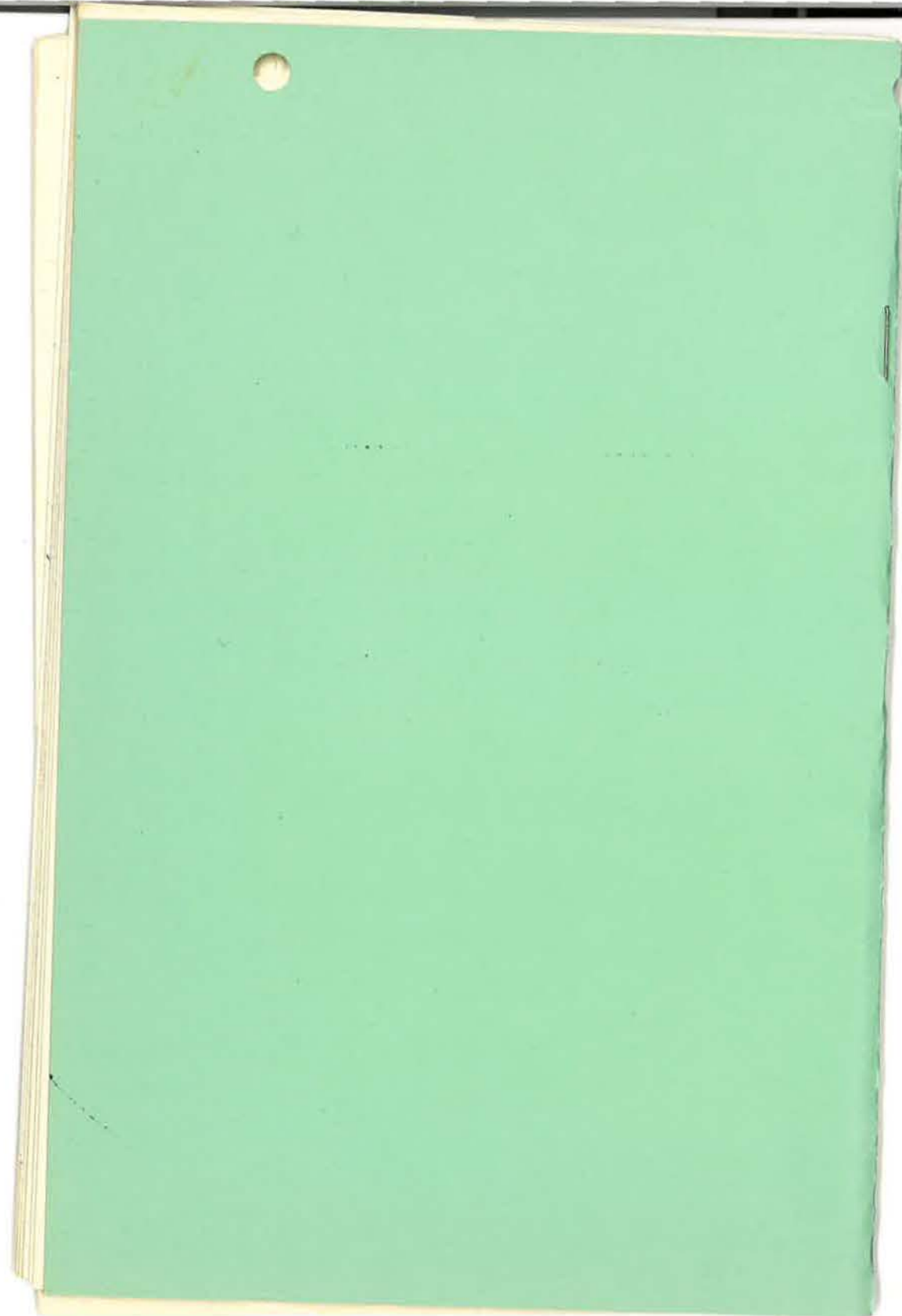
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MICHIGAN STATE UNIVERSITY

OF AGRICULTURE AND APPLIED SCIENCE • EAST LANSING

COLLEGE OF COMMUNICATION ARTS

August 4, 1960

Dr. Iwao Ishino, Associate Professor
Department of Sociology & Anthropology
429 Berkey
Michigan State University
East Lansing, Michigan

Dear Professor Ishino:

As you may know, Michigan State University has been engaged by the International Cooperation Administration to conduct a series of seminars on communication for foreign nationals who visit this country as trainees under the mutual security program. Director of the program is Dr. David Berlo, head of the department of General Communication Arts. These week-long seminars began in 1958. Fifty seminars have been held and 36 are scheduled during the current fiscal year. Those from September through June will take place at Cacapon Lodge, Berkeley Springs, West Virginia, 80 miles west of Washington, D. C. Developmental and teaching staff has been drawn from the disciplines of communication, psychology, social psychology, sociology, anthropology, education, audio-visual aids, speech, journalism, English, business, and broadcasting.

Your name has been recommended as a potential addition to the staff. I am therefore writing to determine your availability for such an assignment. On-campus staff members usually participate in one or two seminars during the academic year. If you elected to come, subject to the approval of your department head, you would receive reimbursement for air travel from East Lansing to the conference site and all expenses. There would be no change in your regular university salary for the week you taught at the seminar. However, a sum amounting to 3% of your regular ten-month salary would be credited to the account of your department for use as payroll funds. These funds could be used by your department for research, student labor, etc. The work week begins Sunday at 3:00 p.m. and ends Friday at 10:00 p.m.

The enclosed material on the seminar may help you to determine your availability. Should you decide to participate, you would be given an advance assignment consistent with your interests and background. If you need further information, please do not hesitate to write.

Cordially yours,



Huber Ellingsworth
Associate Director
ICA Seminars on Communication

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Enclosures

July, 1960

Staff Availability Form
ICA Communication Seminars 1960-61
(Oct. 9-June 9)

(Please check one)

_____ I am not available for teaching in ICA Seminars this year.

_____ I am available and would like to teach in _____ seminars during the period Oct. 9-June 9.

Following is a list of seminar dates. Would you please express 1st, 2nd, and 3rd choice of dates for each quarter you wish to teach? If a date has been circled, it means that a seminar chairman has requested your services on that date. This was done without information on your availability.

If the requested date is convenient for you, please indicate it as your choice. If not, please don't feel bound by it.

Your selections are, of course, subject to change by you if your plans change.

<u>Fall</u>		<u>Winter</u>		<u>Spring</u>	
<u>Choice</u>	<u>Date</u>	<u>Choice</u>	<u>Date</u>	<u>Choice</u>	<u>Date</u>
_____	Oct. 23-28	_____	Jan. 15-20	_____	April 16-21
_____	Oct. 30-Nov. 4	_____	Jan. 29-Feb. 3	_____	April 23-28
_____	Nov. 6-11	_____	Feb. 5-10	_____	April 30-May 5
_____	Nov. 13-18	_____	Feb. 12-17	_____	May 7-12
_____	Nov. 27-Dec. 3	_____	Feb. 19-24	_____	May 14-19
_____	Dec. 11-16	_____	Feb. 26-March 3	_____	May 21-26
		_____	March 5-10	_____	June 4-9
		_____	March 19-24		

July, 1960

Staff Availability Form
ICA Communication Seminars 1960-61
(Oct. 9-June 9)

(Please check one)

_____ I am not available for teaching in ICA Seminars this year.

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<u>Choice</u>	<u>Date</u>	<u>Choice</u>	<u>Date</u>	<u>Choice</u>	<u>Date</u>
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_____	Dec. 11-16	_____	Feb. 26-March 3	_____	May 21-26
		_____	March 5-10	_____	June 4-9
		_____	March 19-24		

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S E M I N A R

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No. 10	ICA Seminars 320 Union Building	Michigan State University East Lansing, Michigan	January 31, 1961
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STAFF CHANGES

NO./DATE

STAFF

64, Jan. 29 - Feb. 3	Add Dean Barnlund (Speech), Northwestern.
65, Feb. 5 - 10	Delete Jack Bain; add Henry Watts (Soc. & Anth.), M. S. U.
66, Feb. 12 - 17	Delete Dave Berlo and Turner Edge; add John Ball, Chairman (GCA), M.S.U.; Hal Hepler (Linguistics), Bay City, Michigan, Junior College.
67, Feb. 19 - 24	Delete Kenneth Hance; add Don Ecroyd (Speech), and Maurice Marshall (GCA), M.S.U.
68, Feb. 26 - Mar. 3	Delete Waldo Braden.
69, Mar. 5 - 10	Delete Don Ecroyd; add Kenneth Hance (Speech), M.S.U.
70, Mar. 19 - 24	Add Maurice Marshall (GCA), M.S.U.

SUMMER LOCATION

Seminars 81-91, July 2-September 15, will be held at Boyne Mt. Lodge, Boyne Falls, Michigan. More complete information will be included in a later seminar letter.

NEW FILM

"More Than Words," a twelve-minute color film, has been ordered for the seminars and should be available by February 19 at Cacapon. Staff members will probably want to preview it. It should prove useful in connection with the Interpreter Model, SMCR, and/or Interpersonal. It is process oriented and emphasizes both verbal and non-verbal cues to meaning. Multiple channels and feedback are treated.

A POINT OF VIEW

The enclosed article, from the New York Times, December 4, 1960, has brought me closer to the problems of the returned participant than anything else I've read. Hope it is useful to you.

THE MISFITS, YET THE HOPE OF ASIA

(New York Times, December 4, 1960)

by Peggy and Pierre Streit

Once, in a small village of India, we met two young women engaged in social work. One was an American with a bright, earnest face; the other was an Indian who moved through the dirty village alleyways in a crisp white sari, enveloped in the soft gentleness of her race. Both had come to the village dedicated to the task of improving the lot of the peasants; both were participants in the vast undertaking of developing an under-developed world.

For the American, the work required a sacrifice of comfort and was a hazard to her health. But at the end of her two-year tour, she returned to the United States, where she moved quickly and comfortably back to her old life. For the Indian girl who remained behind to carry on, however, things were very different. Busy and dedicated and useful as she was, she found herself alienated from her people.

To many of the villagers, whose code of female behavior is often as reactionary as centuries of congealed attitudes and tradition can make it, she was a suspicious stranger, a woman of doubtful character and morals. For by the standards of many of the peasants no really decent woman would leave her home and family and work among strangers. And even in the eyes of her own class, she knew, the old social attitudes persisted and she had tended to become déclassé. Her intimate contact with the village had seriously diminished her chances of marriage, for many well-born young men, even in India today, don't care to have their wives tainted by the rough and tumble of a vulgar world.

The American girl's contribution to Asian development, in other words (and not to minimize it), was a few, well-paid, fascinating years of her life. The price the Indian girl paid was possible forfeiture of her comfortable old place in society and a husband and family.

It is often the facile tendency in the West to measure the cost of economic development in Asia in terms of time and effort, of dollars and cents and to overlook its real cost--the cost in heartache and emotional turmoil being paid by thousands of young people now acting as the agents of change in their own lands. In recent decades, more and more of Asia's youth have reached out, for themselves and their countries, for new lives, for greater material and spiritual comfort and greater political and personal freedom. Many of them and their governments have looked to the West and to Western ideas for the key to these lives.

But in their quest many have found themselves alienated from their families and society, frequently humiliated and hurt, often torn between old traditions and new ideas, their allegiances divided, their old, once unquestioned standards of right and wrong painfully challenged. In any age, there is change and change is always painful. But one must wonder if ever in history there has been a clash between cultures and ideas that matches in magnitude and velocity that which is taking place in the under-developed world today--or which has exacted a greater toll from its youth.

This toll in human conflict and unhappiness is occurring on all levels of Asian society; there are few places one travels today without hearing echoes of the turmoil. But it is perhaps among those who have been abroad for their education and training that the price in emotional strain is most evident.

In a village of northern India, one encounters the quiet sadness of a girl who spent two and a half years in a coeducational American college on an Indian Government scholarship, participating freely in the life of her college community. In the middle of her third year, she received a letter from her parents. "Come home immediately," it said. "We have arranged for your marriage in three months."

Stunned by the sudden end to her cherished education, loath to relinquish the freedom of American college life for the strictures of an Indian village, she hesitated. But, finally, she packed her few souvenirs of college life in her cardboard suitcase; she said goodbye to her uncomprehending friends, and she returned.

"Why did you come back?" we asked her.

"This is my home," she answered. "India needs me. And if I hadn't come back," she told us sadly, "probably no other girl in the village would have been permitted by her parents to go abroad for an education. If I had refused to come back, if I had refused the marriage, my parents would have been disgraced. I couldn't do that."

And so she had married and was now living with her rather ordinary farmer husband in his village. She had opened a dispensary and was busy and useful--but far from happy. Her eyes had been opened, she had been endowed with a painful standard of comparison; her marriage--a sensible one, had she never left the village--was now sadly unbalanced.

In Pakistan, one hears of the case--and such cases become more and more common in this part of the world--of the young boy sent West for an education, only to fall in love with an Indian girl studying at the same college. It would be hard to conceive, in Pakistan, of a match less suitable; a Moslem in love with a Hindu; a boy in love with a girl of an unfriendly country; the sacred unity of a Pakistani family threatened. Off flew the parents to rescue their smitten boy from an intolerable marriage.

They have been living with his wrath and scorn ever since. "You wanted me to have an education," he told them. "But besides my physics and chemistry, I learned tolerance and understanding. You talk of freedom and independence, but you don't know what the words really mean. For generations you and your parents and their parents have made the decisions for the family. But now I want to make my own decisions. I have the right to live my own life. You are children of slavery," he told his distraught parents, "and I am the child of freedom."

In Iran, a young Government official--sleek, cultivated, suave, but profoundly disturbed--tells of his three years in the United States. "The best years of my life," he says, but adds bitterly, "and because of them I am a frustrated, unhappy, dissatisfied man. When I went West, I knew that there were things about my country that were wrong. But I'd lived with these things all my life and I could put up with them. But now I'm back and I find that they're not easy to put up with any more."

We were driving through the barren, tired Iranian countryside as we talked and he pointed to a bright spot of color on the brown landscape--a baby-blue Cadillac parked outside the crumbling walls of a filthy village.

"That is something I can't live with comfortably any more," he said. "The Cadillac belongs to a landlord who spends most of his time on the Riviera. He's collecting his rent from his villagers. 'Exploitation' is the word you in the West use for it and once upon a time I took these things for granted; this was just the way the world was. But now I'm ashamed. Ashamed for my country and my people."

His voice was bitter as his eyes held to the rocky road we were following. "You don't really know what it is to be ashamed of your country, do you?" he asked. "And you couldn't possibly know of the frustration of being the lonely voice crying in the wilderness, fighting the old system, the old ways of doing things, the old vested interests who have been running things in their own behalf for so long."

It is not, however, only those educated abroad who pay so dearly for being at the exposed tip of the flying wedge of progress in Asia. The ideas and values of the outside world begin to seep deep into Asian society, and even the villages are not spared the pain that comes from exposure.

In an Indian village, one is told of the father who invited his prospective son-in-law to visit his daughter before they were married--brave, foolish, farsighted man that he was. Not surprisingly, his village was outraged and so were the cousins and the uncles and the brothers, who were convinced that the family honor was being disgracefully sullied.

"Shocking," huffed the grandmothers. "In our day, we didn't even speak to our husbands for a year after our marriages."

Shaken but defiant under the scorn and opprobrium of his village, and--more damning--of the rest of his large family, the man who dared be different argued his case. "Times change," he pleaded with his brothers. "Look about you. Everywhere our sons and daughters begin to ask more freedom for themselves. Let us give it to them before they take it."

But slow and painful are the ways of change; the minds and hearts of the multitude hold tenaciously to the past. The controversy sizzled on, the family and the village torn asunder over the issues of the battle.

And in another Indian village live a group of untouchables who had begun to believe the words of their country's new constitution--that untouchability had been outlawed; that an individual has a right to the life he can carve for himself; that all men are created with equal rights--revolutionary new ideas for an old world. Mindful of the new teachings, the untouchables broke away from their old village and the loathsome scavenger tasks tradition had willed to them. They set up a village of their own.

But the priests from neighboring communities, aghast at their defiance of religion and tradition, refused to perform their marriage rites. And so the little band of dissidents live on fearfully and uncertainly in the new world they have fashioned for themselves, defiant and persistent, but plagued by the knowledge that they have challenged their gods and are denied their religion.

And so it goes in Asia--the price of social and economic development exacted in very personal terms, in wrenching conflicts of conscience, in loneliness, in estrangement. Jawaharlal Nehru himself, writing in his autobiography, echoes the cry of many.

"Indeed," he says, "I often wonder if I represent anyone at all and I am inclined to think that I do not * * *. I have become a queer mixture of the East and West, out of place everywhere, at home nowhere. Perhaps my thoughts and approach to life are more akin to what is called Western than Eastern, but India clings to me, as she does to all her children * * *. They are both part of me, and though they help me in both the East and West, they also create in me a feeling of spiritual loneliness not only in public activities but in life itself. I am stranger and alien in the West. I cannot be of it. But in my own country also, sometimes I have an exile's feeling * * *."

Nehru has been one of the major spearheads of progress and change in Asia and he has paid a price for his lonely role. Thousands of others who have joined in his endeavors--particularly the people either in government or in the villages who, in the interests of progress, shoulder the responsibility of hard decisions and unorthodox action--are paying in the same coin. Many of them are surprised and saddened by their new troubles, for they have assumed that progress, ipso facto, brings pleasure, and that education, particularly Western education, would solve all their and their governments' problems.

But now they have begun to discover the painful truth--as those who follow almost surely will discover it. They are beginning to learn that new emotional stresses are the inevitable and honorable handmaidens of changing times. They are learning that the development of their countries and of more comforts and freedoms for themselves can frequently be gained only at the very painful cost of altering their traditional order of society, their traditional manners and mores, their traditional allegiances.

In Asia, for example a man's first loyalty has ever been to his brothers, his family, his clan. This strong allegiance is what has given each member of the group a measure of stability and security. Together, the members of the family could survive floods or famine or unemployment; individually, they might well have perished. So, when Abdul Wakil gets a job in a ministry or in private business, he expects, and everyone else expects, that he will use his position for the benefit of his family.

Of the scores of people who mill about his office, perhaps two-thirds are there for business; the others are cousins, nephews, distant relatives who have come from far and wide to pay their court and to ask for favors and help.

But now times have begun to change and a few young Asians realize that one cannot run an efficient modern government, one cannot embark upon elaborate economic development plans, one cannot even run a large business successfully if the first allegiance of ministers and clerks or managers and employes is to each one's respective family group; if, for example, the government accountant feels that the accounts of the family must have priority over the accounts of his young and struggling government.

Therefore, as Asians seek to accelerate their own and their country's economic development, time-honored loyalty to the tribe must increasingly give way to loyalty to issues. And it is Abdul Wakil himself, and thousands like him, who must personally make the painful choice between the two.

But as they seek manfully to usher in the modern world, they will earn, probably not praise, but the opprobrium of their colleagues. When, weary of their battles in the office, they return home, they are likely to be met by an irate wife who says: "Look how well Suleiman has provided for his family. What's the matter with you? You are not a clever man."

Another force in Asian development which inevitably is leading to deep spiritual stress is education. Education is the key to the better world most Asians want and under-developed countries have enshrined it as their new god. But it is difficult to expose increasing numbers of Asians to education without leading more and more of them to question the traditional forms of authority and conformity which have for centuries been pillars of their lives.

A professor in India today observes sadly that his students begin to be in the painful position either of "rejecting everything they have learned in school or of disavowing what they have learned at home."

Little wonder, with so many people under such merciless strain, that the development of the under-developed world should be so often marked by unexpected and frightening eruptions of tension.

Student riots in India: one wonders how much of this is the frustrated cry of youngsters set adrift from their old standards and values, blindly seeking new ones.

The emotionalism of the Middle East, irrational, irresponsible: how much of this is the expression of the insecurity and fears of a fragmented generation? Nationalism, ultra and unreasoning: can its raucous voice be accounted for in part by hurt pride and a childish desire to assert power and confidence that aren't felt?

And communism: one can only speculate on the complex and probably paradoxical emotional appeal it must make to an uprooted generation. For thousands who reach out for greater freedom for themselves and their countries, communism is nothing but a new form of authoritarianism to supplant the old, and many have the good sense to see this.

But still, for many young Asians, communism must provide promise of the rapid technological advancement they so avidly seek; and, at the same time, it is a philosophy of order. And so one wonders if a generation suddenly bereft of order must not look upon it with some subconscious yearning.

May 18, 1962

118, July 8-13

Frank Byrnes, Consultant, International Programs, Michigan State University; William Fox, Industrial Relations, University of Florida; John Bigelow, Detroit City Planning Commission, Detroit, Michigan; Virgil Peterson, English, Miami University; William Stellwagen, Paul Arnold, Don Stewart, General Communication Arts, Michigan State University.

119, July 15-20

Norman Cleary, Sociology, Wayne State University; Allen Broadhurst, Speech, University of Connecticut; John Bigelow, Detroit City Planning Commission, Detroit, Michigan; Roger Busfield, Public Relations, Michigan Hospital Association; Dana Rose, Michigan Bell Telephone Company, Detroit, Michigan; Ronald Reid, Speech, Purdue University; Paul Arnold, General Communication Arts, Michigan State University.

120, July 22-27

John Ball, Center for Interdisciplinary Study in English, Marvin Esch, Speech, Wayne State University; David Phillips, Speech, University of Connecticut; Gregg Phifer, Speech, Florida State University; David Lewis, Sociology, Miami University; Don Stewart, General Communication Arts, Geoffrey Kucera, Radio-TV, Michigan State University.

121, July 29-August 3

Fred Alexander, Speech, Gordon Gray, Radio & TV, David Sprey, William Frank, General Communication Arts, Michigan State University; Thomas Murray, Speech, University of Wisconsin; John Dorsey, Political Science, Vanderbilt University; David Phillips, Speech, University of Connecticut; Robert Stewart, Sociology, Central Michigan University.

122, August 5-10

Frank Byrnes, Consultant, International Programs, East Lansing, Michigan; Fred Alexander, Speech, Gordon Gray, Radio & TV, David Sprey, William Frank, General Communication Arts, Michigan State University; Thomas Murray, Speech, University of Wisconsin; Edward Kramar, Speech, University of Southwestern Louisiana; Marvin Esch, Speech, Wayne State University.

123, August 12-17

Irwin Bettinghaus, Gordon Whiting, General Communication Arts, David Ralph, Charles Pedrey, Cal Hylton, Speech, Michigan State University; Edward Kramar, Speech, University of Southwestern Louisiana; Terry Welden, Speech, Kansas State University; Ted Clevenger, Speech, University of Wisconsin.

124, August 19-24

Roger Nebergall, Speech, University of Oklahoma; David Ralph, Speech, David Sprey, Gordon Whiting, General Communication Arts, Michigan State University; George Gerbner, Institute for Communication Research, University of Illinois; Thorrel Fest, Speech, University of Colorado; Lloyd Welden, Sr., Speech, West Virginia University.

125, August 26-31

Murray Hewgill, John Thurber, Cal Hylton, Speech, Michigan State University; Ted Clevenger, Speech, University of Wisconsin; Carl Couch, Sociology, Central Michigan University; Glen Drake, English, Wayne State University; John Vlandis, Speech, University of Connecticut.

126, September 2-7

Irwin Bettinghaus, Bill Lassey, Larry Saurbaugh, Del Hillyard, General Communication Arts, Gordon Thomas, Murray Hewgill, Speech, Michigan State University; William Haney, Business Administration, Northwestern University.

127, September 9-14

Irwin Bettinghaus, Bill Lassey, Del Hillyard, General Communication Arts, Gordon Thomas, John Thurber, Speech, Ken Atkin, Advertising, Michigan State University; Robert Sencer, English, Rensselaer Polytechnic Institute; John Ball, Center for Interdisciplinary Study in English, Wayne State University; Ted Clevenger, Speech, University of Wisconsin.

Resident Coordinator #117-127 - Joel Wolfson, Doctoral Student in General Communication Arts, Michigan State University.

Resident Secretary - Barbara Wolfson (Mrs. Joel)

THE DIRECTOR REPORTS

My latest meeting with AID officials took place in Washington May 2. Some major items of discussion included the following:

1. I stated my concern, shared by several of our staff members, that a systematic study should be undertaken of the objectives and materials of the seminar to determine whether they still coincide with the needs perceived by the study committee which formulated the program in 1958. Our client representatives in AID concurred. There is no implication by either party that the present program is not succeeding. Evidence is significantly to the contrary. If we mean what we say about change, however, we should face the possibility that either participant needs or the seminars or both have changed in such a way that they no longer coincide satisfactorily. Relevant data is also becoming available from the MSU Ford Study, the AID world-wide evaluation of training and other sources which ought to be looked at with the seminars in mind. Another meeting will be held soon to determine how we can go about this analysis.

2. AID informs us that because of the agency reorganization and also the phasing out of the Japan program, total trainees will be more like 5,000 than the 7000 they had anticipated for calendar 1962. This is already showing up in small enrollments at the seminar. We can expect seminar attendance to be affected for about the next 10 months. Summer staff commitments had already been made on the expectation of high attendance, so ratios may be embarrassingly low in some cases. I do not see cancellations of staff appointments as a palatable solution. Staff members unable to meet summer commitments will be rewarded with heartfelt thanks and a gross of old ICA lapel buttons. Cancellation of sessions with less than 20 participants is a possibility but not a probability at this time.

3. Somewhat by accident, the Ford Study of returned participants included 16 ICA trainees who hadn't attended the seminar. Paul Deutschmann's analysis of their responses indicates statistically significant differences between them and "Cacaponized" participants. Seminar alumni perceive themselves as more active and successful in introducing change and more favorably inclined toward the concept of change. You will receive this analysis when it's completed. In the meantime, we can take some assurance from this small piece of objective data that the seminars seem to have the effect intended.

4. Apologies for staff directory errors to: John Malone, who is just completing his doctorate, Frank Byrnes, who should have been listed as a member of the development committee, and Roger Busfield, who works for the Michigan Hospital Association.

5. Airline Policy Change: Eleven of the major air carriers have instituted a "no-show" policy under which a traveler will be assessed a penalty of 50 percent of the value of the first remaining flight coupon, with a minimum of \$5 and a maximum of \$40, whenever a reservation has not been cancelled at least one-half hour before the scheduled flight departure. The penalty will not be assessed if a connecting flight is late, or when ground transportation specified by the airline is used and is operated in a manner that caused the passenger to miss his flight. All travelers are urged to keep this in mind and cancel reservations when necessary to avoid penalty charges, which are not reimbursable from the University.

6. We thought you might find the information in the following tables instructive. From my point of view it suggests the following observations:

A. There is a downward trend in attendance as indicated earlier.

B. In the over all staffing pattern, MSU and "all other institutions" are on a 50-50 basis at present.

C. Communication and speech each make up about one-third of the total staffing by academic discipline.

D. The optimum ratio of one staff member to nine participants has not yet been approached. Our concern has been that the ratio not get too high; we need to be concerned that it is often too low.

E. We need to consider whether we're aiming squarely enough at the "people-oriented" groups--industrial management, public administration, education, and labor, who make up the majority of our trainees and whether we're worrying too much about the "technical-oriented" minority.

F. It doesn't just seem that way--there really are a lot of Indians!

TABLE I

SEMINAR ATTENDANCE, 1-106

Participants Per Seminar			Average by Fiscal Quarters, beginning July 1			
			58-59	59-60	60-61	61-62
1 - 44	37 - 66	73 - 33				
2 - 35	38 - 36	74 - 53				
3 - 30	39 - 25	75 - 34				
4 - 52	40 - 55	76 - 41	1st	----	35.5	56.0
5 - 54	41 - 46	77 - 68	2nd	44.0*	35.0	29.0
6 - 29	42 - 65	78 - 63	3rd	41.3	52.8	45.3
7 - 48	43 - 65	79 - 62	4th	41.6	49.5	49.3
8 - 29	44 - 57	80 - 45				----
9 - 30	45 - 47	81 - 44	*Only 1 seminar			
10 - 57	46 - 45	82 - 52				
11 - 41	47 - 34	83 - 56				
12 - 60	48 - 49	84 - 41				
13 - 46	49 - 36	85 - 49				
14 - 47	50 - 68	86 - 58				
15 - 35	51 - 62	87 - 79				
16 - 30	52 - 61	88 - 49				
17 - 23	53 - 73	89 - 40				
18 - 22	54 - 76	90 - 52				
19 - 28	55 - 54	91 - 86				
20 - 46	56 - 18	92 - 64				
21 - 32	57 - 17	93 - 58				
22 - 44	58 - 14	94 - 31				
23 - 47	59 - 18	95 - 46				
24 - 32	60 - 23	96 - 49				
25 - 30	61 - 48	97 - 48				
26 - 51	62 - 40	98 - 28				
27 - 47	63 - 37	99 - 54				
28 - 15	64 - 48	100 - 33				
29 - 44	65 - 39	101 - 40				
30 - 46	66 - 58	102 - 34				
31 - 38	67 - 35	103 - 19				
32 - 50	68 - 35	104 - 28				
33 - 46	69 - 47	105 - 29				
34 - 58	70 - 64	106 - 12				
35 - 51	71 - 65					
36 - 43	72 - 29					

Over-all Mean of Participants		
1958-1962 - 44.8		
Year	Seminars	Average
1958-59	1-32	38.3
1960	33-62	46.5
1961	63-96	50.2
1962	97-108	32.6

Percent of Total Participants Who Attended in Each Year	
1959-60	27%
1960-61	33%
1961-62	40%

TABLE II

Teaching Time Supplied by Cooperating Institutions

Seminar Numbers 1-106

I. Teaching Staff through Seminar 106 totalled 180 persons.

II. Contributing Institutional Group includes:

- 41 Universities and Colleges
- 1 Government Agency
- 4 Organizations and Businesses

<u>Institution</u>	<u>Weeks</u>	<u>Institution</u>	<u>Weeks</u>
University of Alabama	2	University of Maryland	2
American Hospital Association	1	Miami University	22
Bay City Junior College	1	Michigan Bell Telephone Company	2
Bradley University	2	Michigan State University	320
Central Michigan University	2	University of Michigan	5
Communication Consultant*	71	University of Minnesota	6
University of Connecticut	4	Northwestern University	6
Cornell University	1	Notre Dame University	2
University of Delaware	1	Ohio State University	1
University of Dubuque	4	University of Oklahoma	32
Florida State University	3	Ontario Agricultural College	1
University of Florida	13	Pennsylvania State University	2
General Motors Corporation	1	University of the Philippines	7
George Washington University	3	University of Pittsburgh	1
Illinois State Normal University	3	Purdue University	2
University of Illinois	16	University of Southwestern Louisiana	5
University of Indiana	6	Syracuse University	1
Iowa State University	7	Tufts University	1
University of Iowa	6	U. S. Department of Agriculture	3
Kansas State University	5	Washington State University	3
Knox College	1	Wayne State University	25
Louisiana State University	2	University of West Virginia	3
McGill University	1	University of Wisconsin	19
Michigan Hospital Association	1		
			*Total: 628

*This is a miscellaneous grouping including persons connected with consulting firms and those with no organizational connection.

*Does not include resident coordinator or observers from ICA-AID or other Government Agencies.

TABLE III

Staff Participation in Terms of
Weeks a Discipline Was Represented
Seminar Numbers 1-106

Communication Theory and Research	212
Speech	203
Anthropology and Sociology	57
English and Linguistics	33
Psychology and Social Psychology	27
Business Administration	25
Broadcasting and Audio-Visual	18
Education	11
Journalism	11
Adult Education	8
Agricultural	5
International Programs (Michigan State University)	5
Industrial Psychology	4
Political Science	4
Public Relations	4
	<u>627*</u> Total

*Does not include resident coordinator or observers from
ICA-AID or other government agencies. Represents 180
different persons

TABLE IV

Comparison of Average Ratio
of Participants to Staff
For Each Fiscal Year by Quarters

<u>Quarter</u>		<u>Ratio</u>		<u>Quarter</u>	<u>Ratio</u>
	1958-1959				1959-1960
Second		5.0		First	6.0
Third		8.1		Second	7.8
Fourth		6.0		Third	8.8
				Fourth	7.6
	1960-1961				1961-1962
First		7.0		First	7.5
Second		4.8		Second	7.3
Third		7.1		Third	6.6
Fourth		6.9			

TABLE V

Participant Attendance by ICA-AID Division

<u>Division</u>	<u>Seminar Number</u>					<u>Total</u>
	<u>1-25</u>	<u>26-50</u>	<u>51-75</u>	<u>76-100</u>	<u>101-106</u>	
Industry	184 14%	371 27%	351 26%	385 28%	52 4%	1360 32%
Agriculture	28 15%	50 26%	53 28%	55 29%	5 3%	191 4%
Public Administration	28 6%	145 29%	158 32%	126 25%	42 8%	499 12%
Transportation	--	14 9%	79 49%	64 40%	3 2%	160 4%
Education	65 11%	100 17%	148 26%	256 44%	11 2%	580 14%
Public Health	33 10%	53 16%	84 25%	157 47%	9 3%	336 8%
Labor	20 9%	77 34%	47 21%	59 26%	21 9%	224 5%
Training and Technical Services	132 17%	262 34%	243 31%	137 18%	1 .1%	775 18%
U.S. Geological Survey	--	5 33%	4 27%	4 27%	2 13%	15 .35%
U.S. Census	12 57%	1 5%	6 29%	2 10%	--	21 .49%
Chiefs of Police	--	--	--	35 85%	6 15%	41 .9%
Department of Interior	--	--	24 44%	26 48%	4 8%	54 1%
Total*						4,256

*Does not add to complete total of participants because of incomplete data.

TABLE VI

Participant Attendance by Country, #1-106

Country	Fiscal Year				Total	Country Total as a % of Grand Total
	1958-59	1959-60	1960-61	1961-62		
Afghanistan	6	18	21	19	64	1.1
Argentina	14	10	26	17	67	1.1
Bolivia	8	6	17	1	32	.6
Brazil	14	44	48	38	144	3
British Guiana	3	4	7	4	18	<.5
British Honduras	0	4	4	2	10	<.5
Cambodia	1	8	1	2	12	<.5
Ceylon	6	15	17	19	57	1
Chile	14	33	56	30	133	2.8
Republic of China	9	60	70	51	190	3.9
Colombia	3	18	27	24	72	1.5
Congo	0	0	0	1	1	<.5
Costa Rica	4	23	16	8	51	1
Cuba	1	5	0	0	6	<.5
Dominican Republic	0	4	0	0	4	<.5
Egypt	0	8	25	12	37	.8
El Salvador	2	3	6	3	14	<.5
Ecuador	3	8	11	4	26	.5
Ethiopia	5	8	14	14	41	.8
France	0	19	0	0	19	<.5
Germany	1	0	0	0	1	<.5
Ghana	2	8	4	2	16	<.5
Greece	13	31	28	13	85	1.8
Guatemala	3	8	14	4	29	.6
Haiti	4	13	5	8	30	.6
Honduras	1	6	5	2	14	<.5
Iceland	3	6	0	0	9	<.5
India	40	96	216	166	518	10.8
Indonesia	70	130	92	82	374	7.8
Iran	5	34	58	50	147	3
Iraq	0	10	38	41	89	1.8
Israel	7	11	12	17	47	.9
Italy	0	1	0	0	1	<.5
Japan	23	33	87	16	159	3.3
Jordan	6	6	7	18	37	.8
Kenya	0	1	0	4	5	<.5
Korea	43	67	78	47	235	4.9
Laos	0	0	1	0	1	<.5
Lebanon	2	2	9	6	19	<.5
Liberia	3	7	7	11	28	.6
Libya	8	7	8	6	29	.6
Mexico	1	8	2	2	13	<.5
Morocco	0	8	9	15	32	.6
Nepal	0	3	11	12	26	.5
Nicaragua	3	10	10	5	28	.6
Nigeria	1	2	5	9	17	<.5

(continued
next page)

TABLE VI Continued

Participant Attendance by Country #1-106

Country	Fiscal Year				Total	Country Total as a % of Grand Total
	1958-59	1959-60	1960-61	1961-62		
Norway	0	1	0	0	1	<.5
Nyassaland	0	0	1	1	2	<.5
Pakistan	41	52	35	21	149	3.1
Panama	0	19	25	6	50	1
Paraguay	3	11	3	7	24	.5
Peru	4	15	8	4	31	.6
Philippines	42	91	93	91	317	6.6
Rhodesia	0	0	0	1	1	<.5
Somalia	1	9	3	2	15	<.5
South Rhodesia	0	1	0	3	4	<.5
Spain	15	12	18	9	54	1
Sudan	3	10	12	17	42	.9
Surinam	1	2	2	4	9	<.5
Tanganyika	0	0	0	6	6	<.5
Thailand	59	78	90	34	261	5.5
Tunisia	18	8	18	9	53	1
Turkey	35	66	66	111	278	5.8
U.A.R.	0	2	5	23	30	.6
Uruguay	0	1	0	2	3	<.5
Venezuela	0	0	1	2	3	<.5
Vietnam	13	73	108	84	278	5.8
West Indies	10	17	42	7	66	1.4
Yugoslavia	8	35	40	33	116	2.4
Uganda	0	1	0	3	4	<.5

Total Countries: 73

Total Participants: 4,775

Attendance by Area

Orient	34%
India-Pakistan-Ceylon	21%
Latin America	19%
Middle East	11%
Africa	8%
Europe	7%

Rec'd Oct 5, 1960 SEMINAR

LETTER

United occasionally to provide information about the ICA Seminars on Communication,
No. 3 September 30, 1960

SEMINAR STAFF SCHEDULE

Thanks to the interest and promptness of staff members, it is possible to issue this schedule for the year. Whenever possible, staffs will be brought to six persons, plus the resident coordinator.

NO./DATE

STAFF

55, October 9-14, 1960

John Ball (Gen. Comm. Arts), Don Esgoyd (Speech),
Maurey Marshall (T.V.), M. S. U.; Donald Lloyd
(English), Wayne State University.

56, October 16-21, 1960

Melba Maclean (Gen. Comm. Arts), Kenneth Hance
(Speech), Lee Barrow (Comm. Research), M. S. U.;
Ted Clevenger (Speech), Wisconsin; James Schwartz
(Journalism), Iowa State University.

57, October 23-28, 1960

Murray Hewitt (Speech), M. S. U.; Al Croft (Adult
Education), Oklahoma; Ed Kramer (Speech), University
of Southwestern Louisiana; Norman Cleary (Sociology)
Wayne State University; Raymond Ross (Speech) Wayne
State University; William Sattler (Speech), Michigan
University.

58, Oct. 30-Nov 4, 1960

Hidi Kumata (Gen. Comm. Arts), M. S. U.; David Gold
(Sociology), Orville Hitchcock (Speech), Iowa
William Carmack (Speech) Oklahoma; Virgil Peterson
(English), Miami.

59, November 6-11, 1960

David Ralph (Speech), Ed Crane (Comm. Research), Jack
Thurber (Speech), M. S. U.; Fred Speckem (Speech),
Dubuque University.

60, November 13-18, 1960

Duber Ellingsworth (Gen. Comm. Arts), Eugene Jennings
(Personnel and Prod. Adm.), Rex Hoops (Psychology),
M. S. U.; Sam Becker (T. V.), Iowa; Roger Webergall
(Speech), Oklahoma.

61, Nov. 27-December 3, 1960

Gordon Thomas (Speech), Charles Pedray (Speech),
Bill Stalham (Gen. Comm. Arts), M. S. U.; Al
Croft (Adult Education), Oklahoma; Dean Barnlund
(Speech), Northwestern.

62, December 12-16, 1960

Frank Hyman (Gen. Comm. Arts), Robert Jamaglio
(Gen. Comm. Arts), Fred Wagoner (Soc. & Anth.),
Iowa; Louis (Gen. & Anth.), M. S. U.; Gordon
Ellis (Sociology), Jacqueline Walker (Anthology)
(Psychology) Illinois Normal University.

NO./DATE

STAFF

- 63, January 15-20, 1961
John Ball (Gen. Comm. Arts), M. S. U.; Larry Norton (Speech), Bradley; Emory Brown (Rural Sociology), Penn State; Bruce Westley (Journalism), Wisconsin; Norman Cleary (Sociology), Wayne State University.
- 64, Jan 29-Feb. 3, 1961
Gordon Thomas (Speech), Bill Stellwagen (Gen. Comm. Arts), M. S. U.; Carl Couch (Sociology), Central Michigan; Norman Cleary (Sociology), Wayne State; Walter Friedhoff (Psychology), Illinois Normal Univ.
- 65, February 5-10, 1961
Erv. Bettinghaus (Gen. Comm. Arts), Jack Bain (Gen. Comm. Arts), Jack Thurber (Speech), Huber Ellingsworth (Gen. Comm. Arts), M. S. U.; Terry Welden (Speech), Kansas State.
- 66, February 12-17, 1961
Dave Berlo (Gen. Comm. Arts), David Ralph (Speech), M. S. U.; Roger Nebergall (Speech), Oklahoma.
- 67, February 19-24, 1961
Donald Lloyd (English), Wayne State; Kenneth Hance (Speech) M. S. U.; David Gold (Sociology), Iowa; Melvin De Fleur (Sociology), Indiana; Roger Busfield (Public Relations), Consumer Power Co.
- 68, February 26-March 3, 1961
Fred Alexander (Speech), Gordon Gray (TV, Radio), Lea Baryow (Comm. Research), M. S. U.; Larry Norton (Speech), Bradley; Fred Fiedler (Psychology), Ill.
- 69, March 5-10, 1961
Frank Byrnes (Gen. Comm. Arts), Don Ecroyd (Speech), Don Walls (Gen. Comm. Arts), M. S. U.; Ted Clevenger (Speech), Wisconsin; Roy Carter (Journalism), Minnesota; James Schwartz (Journalism), Iowa State Univ.
- 70, March 19-24, 1961
Malcolm MacLean (Gen. Comm. Arts), Charles Pedrey (Speech), Fred Waisanen (Sociology), M. S. U.; Don Lloyd (English) Wayne State; Dean Barnlund (Speech), Northwestern.
- 71, April 16-21, 1961
Frank Byrnes (Gen. Comm. Arts), Dave Ralph (Speech), Jack Bain (Gen. Comm. Arts), M. S. U.; Ed Kramer (Speech), Southwestern Louisiana; Walter Friedhoff (Psychology), Illinois Normal; Bruce Kirk (Psychology), Jersey City State College.
- 72, April 23-28, 1961
Fred Alexander (Speech), Gordon Gray (TV & Radio), Jack Thurber (Speech), M. S. U.; Melvin De Fleur (Sociology), Indiana; Virgil Peterson (English), Miami; Emory Brown (Rural Sociology), Penn. State.
- 73, April 30-May 5, 1961
Hidi Runata (Gen. Comm. Arts), Don Ecroyd (Speech), Ed Crane (Comm. Research), M. S. U.; Bill Carmack (Speech), Oklahoma; Fred Fiedler (Psychology) Ill.

NO./DATE

STAFF

74, May 7-12, 1961

Erv. Bettinghaus (Gen. Comm. Arts), Lee Barrow (Comm. Research), Joseph LaPolambara (Pol. Sci.), M. S. U.; Al Craft (Adult Ed.), Oklahoma; Fred Speckjen (Speech), Dubuque.

75, May 14-19, 1961

Murray Hewgill (Speech), Frank Byrnes (Gen. Comm. Arts), Don Wells (Agr. Comm.), Kenneth Hance (Speech), M. S. U.; Wayne Brockriede (Speech) Oklahoma.

76, May 21-26, 1961

John Ball (Gen. Comm. Arts), Paul Deutschmann (Comm. Research), M. S. U.; Dean Barnlund (Speech), Northwestern; Norman Clergy (Sociology), Wayne State.

77, June 4-9, 1961

Huber Ellingsworth (Gen. Comm. Arts), Bill Stellwagen (Gen. Comm. Arts), M. S. U.; Sam Becker (TV), Iowa; Fred Speckjen (Speech), Dubuque; Tom Starcher (Speech), Maryland; Burton Fischer (Sociology), Wisconsin.

78, June 11-16, 1961

Al Craft (Adult Education), Oklahoma; Lee Barrow (Comm. Research), Fred Waisanen (Sociology), M. S. U.; Walter Friedhoff (Psychology), Ill. Normal Univ.; Ted Cleveland (Speech), Wisconsin; Ron Reid (Speech), Purdue.

* Tentative

The move back to Cacapon Lodge was accomplished with minimum confusion and seminar number 54 was unusually attended by 76 participants and seven staff members. Summer average attendance was 67 participants. If this trend holds firm, it will mean that "small group" must be redefined as 12-15 persons, rather than the old meaning of 6-8. Chairman Frank Byrnes dealt with the enrollment in number 54 by increasing the number of small group meetings to one for each half-day. If we must operate with large small groups it makes good sense to increase the available amount of time. Frank also experimentally rotated small group leaders for each meeting. He reported that staff members were much more widely acquainted with participants and were able to compare notes on their behavior and make compensations accordingly.

HOW TO RUN A SEMINAR WITHOUT A BRAIN

A temporarily misplaced item in the move to Cacapon was the Brain Puzzle, which has been the starter device for the first 54 seminars. Chairman Byrnes rose to the occasion by opening with the first half of the film, "The Eye of the Beholder," which proved highly effective.

A NOTE ON COSTS

The current cost of air transportation round trip, Lansing to Washington, is about \$76, tax exempt. Cost of a week's lodging at Cacapon is \$72. Cost of one night at the Burlington Hotel in Washington is about \$6.65, if reservations are made through the seminar office in East Lansing. Cost of bus fare from the Washington Airport to the Burlington is about \$1.35. A typical claim by an M.S.U. staff member traveling by air will total about \$170 for the week, including transportation, taxi, meals and lodging. Train transportation will average about \$10 more, depending on how one travels to Detroit.

INSTRUCTIONS TO M. S. U. STAFF ON CASH ADVANCES

If you have ample ready cash, please do not read this. If not, proceed as follows: By the Thursday before your scheduled departure for the seminar, you will have received a signed travel authorization with blank expense statement attached. If you have not, call extension 2615 and complain. To get a cash advance, take the authorization to the department receipts window on the main floor of the administration building. If traveling by air, you may want about \$145; slightly more by train. You request the money and sign a non-interest-bearing note payable in 30 days.

Upon return, fill out the expense statement according to instructions on it and send or bring it with the authorization to Huber Ellingsworth, 322 Union. When your travel voucher has been completed, we will send it to you for signature. Please sign all copies of the voucher and enclosed letter and send or bring them to 322 Union. You will receive an expense check within about three weeks after your voucher is complete. You will also receive a copy of the voucher for your tax records.

EVALUATION REPORTS

Two evaluations of the seminar are enclosed in this issue. One is a report from Stanley Andrews, former director of Point Four and former director of the National Project in Agricultural Communication. Mr. Andrews is on a visit to selected Overseas educational programs. The portion of his report dealing with the ICA seminars is reproduced.

In April, 1960, staff members were sent a summary of participant comments on the seminar collected by interviewers at the Evaluation division of ICA/Washington. Seminars 1-32 were included. The enclosed summary includes comments for seminars 33-53.

EVALUATION PROJECTS

Interviews are being conducted at the seminars under contract with ICA to determine adequacy of the per diem allotment for participants. Dave Berlo is also beginning a project on adjustment experiences of ICA participants during their U. S. tour.

CASE STUDIES

Several staff members have expressed a desire for different or additional case studies. The situation described below happened to a participant at Boyne Mt. this summer. The case has been used experimentally at a seminar as a summary of group structure, interpreter model, and the process of change. Copies are available if desired.

Case Study No. 25

Mr. Y is deputy director of the income tax division of his country's government. The division has just been formed and is still in the planning stage. Since the income tax is a new form of revenue in the country, little is known about how successfully it will operate.

Mr. Y's previous work in the budget bureau was highly satisfactory and he was selected as an ICA participant to study U. S. methods of income tax administration. He has completed eight months of his one-year program and feels that he is learning much which will be helpful to his country. Yesterday he received a special delivery letter from his director, telling him that pressure from the government for additional revenue has forced the division to proceed rapidly in getting the income tax plan under way. Since others in his division are without experience in such matters, the director requests Mr. Y to make policy decisions on several important procedures and cable his decisions to the bureau within five days.

What should Mr. Y do? Is it likely that he can make satisfactory decisions under the circumstances? What will happen if he fails to act?

TO: MSU Training and Orientation Committee

FROM: Stanley Andrews (Dictated in Teheran, Iran--August 10, 1960)

SUBJECT: Orientation of Oklahoma State University Group, Ethiopia
Comments on MSU/ICA Communications Seminars

IV. PARTICIPANT TRAINING

During my interviews, observations, and field trips in three countries, I have interviewed the training officers in each American mission concerning the participants who have returned to the country after study abroad.

In asking about participant training and what the problems were, ~~how~~ the people were adjusting and all this sort of thing, I did not even need to hint about or discuss the Michigan State program. Each training officer opened up the subject himself. They call it a debriefing session. Without exception this type of training was considered to be one of the most significant developments in the whole participant program that has come along in the last eight years. One training officer said he could almost, without even knowing the participant, go out six months after the person's return and detect by his activity among his fellows and by his attitudes in his work, whether he had participated in the Seminars.

I have also interviewed several of the participants themselves who are now back working in their own countries. I have come across several who attended Michigan State's ICA Communications Seminars. Without asking pointed questions but merely asking them to tell about their experience and training in the United States, in every case except one the Michigan State or the ICA participant training program was one of the highlights mentioned. Most of them said it was the most fruitful week they had spent in all their time in the States.

This, I think, speaks exceedingly well for the Communications Seminars. Perhaps this committee would profit by giving some attention to what occurs during these sessions.

PARTICIPANT EVALUATION COMMENTS, SEMINARS 33-53

One of the final items on the ICA participant's program is conference conducted by the Evaluation Branch, ICA-Washington. This conference seeks to elicit the participant's response to his total program. Many participants comment about the ICA Communication Seminars. On this report, their reactions are divided into categories of "Favorable"--"Favorable-qualified"--and "Unfavorable".

<u>PARTICIPANT</u>	<u>COUNTRY</u>	<u>SEMINAR NO.</u>
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(Favorable)

Mr. Policarpio S. Cruz	Philippines	Sem. No. 33
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The seminar on communication at Cacapon Lodge, Berkeley Springs, West Virginia, January 24 to 30, 1960, gave him a very special glow of satisfaction, and a deep admiration for the work of the Michigan State University professors. "This is the proper atmosphere for learning," he said, "in an isolated and agreeable location, where the participants have no choice but to appear at classes and live together in constant intimacy. It gives you a knowledge of other countries and their problems, makes for better understanding." He recommends the seminar be combined with the Washington International Center orientation and held at Cacapon Lodge for two continuous weeks.

Mr. Milan Selimir Calovic	Yugoslavia	Sem. No. 33
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The Communication Seminar which Calovic attended at Berkeley Springs, West Virginia, the week ending January 23, struck him as an excellent idea. "The Michigan State University professors are very skillful and on a high professional level," he said, "and although I am not a psychologist, still I must apply some ideas at home and can take much advantage of these teachings."

Mr. Carlos Gomez-Roblada	Mexico	Sem. No. 34
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After a weekend in New York City, Sr. Gomez-Roblada was sent to Michigan State University's seminar on communication at Berkeley Springs, West Virginia, for the week beginning February 14. "I was surprised!" the Mexican commented. "I have always been interested in communication methods, but the way they teach it is simply superb! I liked everything about Cacapon Lodge--the 60 participants from all parts of the globe, the lectures, coffee breaks, library--just everything!"

S. T. Kustari	India	Sem. No. 34
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Mr. Kustari attended both the Washington International Center and the Michigan State University's seminar on communication at Berkeley Springs, West Virginia, for the week beginning February 14, and was delighted with both. As he put it, "The Center's orientation gives a participant a firm footing on the soil of the U. S. when he arrives. And the Seminar paves the way for us to go back home and do some useful work."

<u>PARTICIPANT</u>	<u>COUNTRY</u>	<u>SEMINAR NO.</u>
Mr. Matimo Cardenas Bragado	Chile	Sem. No. 34
During the week of February 2-13, following the evaluation, Sr. Bragado attended the Michigan State University's Seminar on Communication at Cacapon Lodge, Berkeley Springs, West Virginia. In a telephone conversation to Mr. Gilman he reported, "I studied very hard, enjoyed the week very much, and found the courses all very profitable for me."		
Mr. Sjojfan Affandie	Indonesia	Sem. No. 34
Mr. Affandie's American training was rounded out with a week each at the Washington International Center at the beginning of his stay and at Michigan State University's Seminar on communication at Berkeley Springs, West Virginia, the week beginning February 14, both of which he enjoyed.		
Mr. Arturo Alvarez R.	Mexico	Sem. No. 35
Finishing his program with the communication seminar at Cacapon Lodge, Berkeley Springs, West Virginia, the week of February 21, seemed to Alvarez a high spot in his U. S. training. "This seminar by the Michigan State professors," he said, "is a very important part of any kind of training. I consider it to be a sort of common denominator for all the knowledge gained by an ICA participant in his study program."		
Dr. Caro Hadjaved	Iran	Sem. No. 35
The Persian learned a lot about "making suggestions" in the week at Michigan State University's seminar on communication at Berkeley Springs, West Virginia, beginning February 22. He thought that the techniques he learned there would be very useful in helping to convert the "old-timers" in the Tehran slaughter house to the advisability of adopting modern methods. "Technical knowledge is not enough," he observed. "You've got to know how to put your ideas across."		
Mr. Ricardo C. Cruz and Dr. Canuto G. Manuel	Philippines	Sem. No. 40
Of the seminar on communication at Cacapon Lodge, Berkeley Springs, West Virginia, with which the two men agreeably finished their U. S. visit, Dr. Manuel said, "Everyone should go and attend. What is the use of learning anything unless we can communicate it?" "The most striking thing in the seminar," Dr. Manuel continued, "was the manner in which the Michigan State University professors conducted the course. They are PhD's and still wanted us to call them by their first names. Also their patience in coping with ridiculous and sometimes impertinent questions, even questions calculated to embarrass or irritate, was wonderful. They knew how to turn such attitudes into jokes."		
An ebullient type of man, Dr. Manuel led steering committees, did master-of-ceremonies duties at the seminar and tried to make diffident students actively participate, particularly the four women in attendance, and "one Indonesian who never spoke at all and said it was because he had no problems." Dr. Manuel wrote a resolution memorializing the great work of the instructors, induced a shy Jamaican girl to read it on the last evening although she was so nervous that "her hands were cold as ice."		

(Favorable Continued)

<u>PARTICIPANT</u>	<u>COUNTRY</u>	<u>SEMINAR NO.</u>
Mr. Sankaran K. Raman	India	Sem. No. 41

Of the Michigan State University's seminar on communication Raman commented: "A participant from another country requires some remembrance to carry home with him, something he will hold dear, and the seminar seems to fill this function. As to the matter of communication, some people need more guidance on this than others. Some don't have to be told how to communicate. Since participants are of different degrees of education, this cannot give the same amount of satisfaction to everybody. But the professors are doing a very good job of it. They explain things in great detail and with great simplicity."

This final comment brought Raman back to his central theme: The seminar is good and necessary, as is the orientation at the Washington International Center, but these should be allotted extra time, "especially with a program as short as mine it would seem fair to give the whole six months to the technical study."

Mr. Fernando V. Reyes	Philippines	Sem. No. 43
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The Michigan State University seminar on communication which Reyes attended at Cacapon Lodge June 12 to June 18, was "a nice experience." At first it seemed simple, "almost boring", but "After you are through with it you will find out it serves as a stimulant and a reminder that when you are communicating something you should also think of the other fellow and not take for granted everything has been transmitted to him perfectly, especially if he belongs to a different society, background or culture. It was also a good reminder to me that when I am talking to a workman maybe he is of a different nature, does a different kind of work, and that I must be careful that he gets what I mean. So I think this was an excellent and thought-provoking sociological study."

Mr. M. A. Lodhi	Pakistan	Sem. No. 44
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The Washington International Center, he said, was very helpful in learning about Americans and their way of living. He also thought the Michigan State University's seminar on communication was "very good for me and nicely presented. I do hope ICA will continue sending participants to the seminar because it directly involves some of the problems which they face on their return home." As his contribution to the evenings' entertainment, he sang a Pakistan song and then explained the basic difference between western music and Pakistani music.

Mr. Raden Moeljono	Indonesia	Sem. No. 44
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A week at the Michigan State University seminar on communication (June 19-25) at Cacapon Lodge, West Virginia, reinforced Moeljono's ideas about communication with people of varying educational and cultural levels. "We have people to deal with in widely varying communities, they have different ways of living, different cultures and religions, Mohammedans, Buddhists and Christians, and we are looking for a system of education that is most adaptable for our situation. I have learned that the U. S. system of practical education is presently much more necessary for our situation in Indonesia than the academic levels."

(Favorable Continued)

<u>PARTICIPANT</u>	<u>COUNTRY</u>	<u>SEMINAR NO.</u>
Mr. Athanassios Kimon Tsiomis	Greece	Sem. No. 44

Mr. Tsiomis paid a flying visit to the Brookhaven National Laboratory at Yaphank, New York, and attended a two-day conference of the National Academy of Sciences in New York City. But the communication seminar run by Michigan State University at Berkeley Springs, West Virginia, which he attended for the week beginning June 19 made a much bigger hit with him. "A mighty useful experience," he asserted. "This was a real seminar with fruitful exchanges of ideas in pleasant surroundings and good food. The instructors knew their stuff. I went to jeer, but I stayed to cheer. I am sure that what I learned there will be a big help to me when I return home."

Mr. Oguz Aslan Bayar and Mr. Suheyl Elbir	Turkey	Sem. No. 45
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They both attended Michigan State University's seminar on communication at Boyne, Michigan, for the week beginning June 26, and were enthusiastic about it. Explaining what it meant to him, Mr. Bayar said, "If you know something and can't impart it to others, it doesn't mean much. This seminar showed us how to get our ideas across."

Mr. Yao-chung Tsai	Republic of China	Sem. No. 45
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Another fascinating adventure for Tsai was the 45th session of the Michigan State University seminar on communication held for the first time at Boyne Mountain Lodge, Michigan. "I think the main purpose of this seminar is to teach us how to introduce ideas gained here, how to make a change in your work or way of thinking, how to adapt and not adapt, how to see when we return whether conditions demand a big change, a small change or no change at all, and how to speak to our people about what must be done. Second most important idea of the seminar is to have all participants from all around the world to meet and to be friends."

Mr. C. P. Karakalos	Greece	Sem. No. 45
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Mr. Karakalos attended Michigan State University's Seminar on Communication at Boyne Falls, Michigan, for the week beginning June 26. "My first reaction when I was told I was going there was to sniff at it," recalled Mr. Karakalos. "As a scientist I thought that it possessed no interest for me. But I soon learned my mistake. In the end I was glad I had gone there because it gave me ideas about how to make the changes I desire to bring about acceptable to my superiors."

Korean Industrial Management Study Group		Sem. No. 45
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The five participants attended the Michigan State University communication seminar at Boyne Mountain Lodge, Boyne Falls, Michigan. (45th session), and "enjoyed it very much, not only for confirming knowledge of good communication, but "because people came there from so many different foreign countries and we could make an easy study of their different customs and traditions."

(Favorable Continued)

<u>PARTICIPANT</u>	<u>COUNTRY</u>	<u>SEMINAR NO.</u>
Mr. Gosi Tjoe How	Indonesia	Sem. No. 45
Attending the Michigan State University seminar on communication at Boyne, Michigan, from June 26 to July 2, Mr. Gosi remarked that "it was such a lot of fun! You see so many participants (50 odd in our class) from so many different countries! And what they teach you, you may have known from your own experience but you know it more deeply when they get through with you!"		
Mr. Mukta Nath	India	Sem. No. 46
Mr. Nath attended the Michigan State University communication seminar at Boyne Mountain Lodge in Michigan the week of July 2 to 9, and was favorably impressed by a week-long opportunity to discuss his problems.		
Three Korean Electric Power Groups	Korea	Sem. No. 48
"When I come home I will try to tell my people about this seminar on communication at Boyne Mountain Lodge in Michigan," said Sim, "after I have read a book on communication which I didn't have time to read here." Choi who proved to be the most articulate of all the groups and the social paragon among them, continued: "We exchanged our ideas at the seminar, also had round table discussions and conversations among the peoples from different countries. We had a banquet the last night at which I made a speech on how to communicate our ideas to our people through radio, magazines, newspapers and TV. Most of us also meet in social and church gatherings, and I think in all these ways we can find our best means for introducing democratic ideas of the U. S. I also emphasized that we must cooperate eternally with the U. S. and all the other nations whose people we met from Indonesia, Turkey, Indochina, Ghana and many others. The good man from Ghana showed us moving pictures of Ghana's independence day three years ago, and I sincerely regretted we had nothing of Korea to show in return." The days at Boyne Mountain Lodge could be filled out with skating, shuffle board, tennis, volley ball and ping pong, but Choi felt a lag in the evenings which he opined could be well filled with educational films borrowed from universities. He ended his speech with profound thanks for the wonderful treatment received on every level during his sojourn in this country, even extending his deep appreciation for the young college boy on the kitchen staff at the seminar "who cooked rice twice a day to please all the participants whose main dish is rice."		
Mr. Fan Tsan Chen	Republic of China	Sem. No. 49
At the seminar on communication conducted by the Michigan State University at Boyne Mountain Lodge, Michigan, (July 21 to 30) Chen also "got some principles and concepts, had an opportunity to discuss how to adapt our ideas." Chen has not the least fear that his company will refuse to accept any ideas he may bring back, but feels the dealing with subordinates and conducting of training programs can be improved by the knowledge of good communication.		

<u>PARTICIPANT</u>	<u>COUNTRY</u>	<u>SEMINAR NO.</u>
Mrs. Vasantlal Atilal Shah	India	Sem. No. 50

Mrs. Shah attended with her husband the International Center at Washington, D. C., at the beginning of his program and the Michigan State University communication seminar at Boyne Falls, Michigan, from July 31 to August 5 at its close. They agreed that the former gave them a good introduction to American life and that the seminar was "just wonderful". "Such beautiful country," remarked Mrs. Shah, "and such good food. They cater to vegetarians like us!"

Mr. J. S. Vaidya	India	Sem. No. 50
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Michigan State University's communication seminar which he attended from July 24 to 29 he thought "quite fine. It shows you how to avoid making serious mistakes while trying to put your ideas across. And the food there was so good that I fear I made a glutton of myself."

Mr. Vicente Paraiso Roque	Philippines	Sem. No. 50
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Michigan State University's communication seminar at Boyne Falls, Michigan, which he attended from July 31 to August 5 filled him with enthusiasm. "It was a most interesting course and I learned much in it," he observed. "But the great thing about it is the opportunity it gives one to exchange ideas with people from other countries. There were some 70 of us at that seminar representing 20 countries. We were called upon to present the cultural aspects of our respective countries in singing and dancing. It was a large and jolly congregation. After two or three days we all seemed to be old friends. That's a wonderful thing about this seminar. It's most effective in promoting international friendships and I must say that the staff conducted the meetings superbly."

Mr. Kien-jen Chow	Republic of China	Sem. No. 50
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Chow considered the communication seminar (Boyne Falls Lodge, July 30-August 6) extremely important because "it helps us in transmitting our ideas to other people. It is important for me because every week I give two hours of training to our laborers to raise their efficiency; we don't have movies or TV sets, but I have learned a lot from the seminar in having face-to-face talks with them." American people Chow found to be "peace-loving, friendly and kind," much more so than he had imagined.

Mr. Ruben F. Enriquez	Philippines	Sem. No. 52
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While in New York Enriquez had thought it best to spend as much time as possible for visiting insurance companies and allied organizations, requested EAT to cancel the scheduled week to follow at the Michigan State University's communication seminar at Boyne Falls, Michigan. EAT informed him however that the seminar "is a must," and "after I got there I was very glad," said Enriquez, "as I learned about so many things I was doing all the time but never realized why." "The seminar will definitely help me," he added, "now I know how to approach people and communicate with them especially in imparting the knowledge I have gained here."

<u>PARTICIPANT</u>	<u>COUNTRY</u>	<u>SEMINAR NO.</u>
Mr. Carlos Gilberto Nunez G.	Chile	Sem. No. 53
Especially wonderful, said Nunez, was the seminar on communication at Boyne Falls, Michigan, run by the Michigan State University professors. "It is a funny thing that while a boy from India was explaining the problems he expected to meet back home," declared Nunez, "I was think that I had no problems at all. But when I started explaining what possible problems I could have in communication, I suddenly found they were not only "possible" but "for sure", and the professor said he had never heard anybody list so many. I was inspired by the discussions with the other fellows and learned much from their experiences."		
Mr. Shiao-sun Chou and Mr. Chi Wangfu	Republic of China	Sem. No. 53
The communication seminar pleased both of them, in fact Mr. Wangfu thought it "a wonderful place. They show you why you shouldn't try to spring the ideas you've learned in America on your boss in a hurry. The professors were very friendly and their teaching methods were novel."		
Miss Nam Ok Cho	Korea	Sem. No. 53
Michigan State University's communication seminar at Boyne Falls, Mich., claimed Miss Cho's attention from August 27 to September 2. There she learned something about the art of imparting ideas, but what was more important in her opinion she learned how to skate. "I used to go out on the artificial ice rink every evening after dinner and I would practice for four hours. I was always the last one to leave the rink. The first night I fell down seven times and the next night even more often." She displayed numerous bruises on her arms. She had a married woman from South Africa as a roommate at the Michigan Seminar and Miss Cho used to try out her English on her.		
Mr. Earl Sylvanous Hutchinson	British Honduras	Sem. No.
The young engineer thoroughly enjoyed the Michigan State University's seminar on communication at Cacapon Lodge, Berkeley Springs, West Virginia, and believes all participants should attend because "it prepares one to approach his superiors and others in his daily contacts." The interesting part, he said, was that "you were not always enslaved in work." "We had a picnic and hike, and one evening I recited a poem on British Honduras, sang songs in the language and then translated them into English." He thought \$10 a day for room and board at the lodge was not excessive because for rooming only he paid that much "while here we had everything." There were 47 men and three girls at the seminar, he said.		
Mr. Santi Ranjan Sengupta	India	Sem. No.
But Mr. Sengupta felt that so far as his program was concerned, the best was reserved for the last and nothing came up to the Communication Seminar of Michigan State University, held in Berkeley Springs, West Virginia. "Before he thought that he had learned how to persuade his superiors. "Many participants fail because they go home and don't know how to put their ideas across. But I have picked up some points at this seminar which will enable me, I hope, to escape their sad fate."		

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PARTICIPANT

COUNTRY

SEMINAR NO.

Mr. Anand Mohan Ambasthi

India

Sem. No. 11

Mr. Ambasthi attended our seminar in conjunction with a short term Michigan State University January 17-21, at Department of Defense, West City, D.C. and considered it "Very interesting and useful." He gained much from it and so feel that the police should be more reasonable. The food was good but not so much as to warrant the high cost," he believed. He regrets not having some money to make dinner the evening after dinner out and left all his papers in Washington.

Mr. Ambulo Joaquin Cruz

Philippines

Sem. No. 13

After Michigan State University's seminar on communication at Boyce Falls, Michigan, July 16 to 23, he observed: "The discussions were very long and boring but the discussions were interesting. And it gave me a chance to become acquainted with the people of other countries. There were 60 of us in all, representing about 40 different countries. My roommate was an Afghan, a national director from Kabul who had learned that, and then there was that fellow from Moscow who was so very active in the discussions. Needless to say, he was a public relations man."

He, Cruz returns home with a high respect for American universities. They readily open up when they are being or don't know the answer to a question," he pointed out. "They don't even shrink from calling upon one and all one of their graduate students if they think he is better qualified on a particular topic." I praise this open-minded attitude. I'm going to say that different from us, our professors assume an attitude that they know it all, even when they don't know their subjects.

Mr. Gopal Kumar Majumdar

India

Sem. No. 12

Attending the Michigan State University's seminar on communication at Boyce Falls, Michigan, for the week beginning July 16, the Indian learned the art of paraphrasing his ideas to his superiors. But when I asked one of my instructors what is the best way for our nation to communicate with another, I stumped him. He told me, "That's a tough one and you've given me."

Mr. Alon Baskinshony

Israel

Sem. No. 14

The seminar on communication at Michigan State University after Baskinshony attended July 16-23 at Boyce Falls, Michigan, seemed a fine thing in which it was placed among some in the middle of the program he felt it amounted to a disconcerting interruption of the technical training. He suggests it may be best to short training periods (four or five or less) that the seminar be eliminated in favor of more technical matters.

FAVORABLE QUALIFIED

PARTICIPANTCOUNTRYSEMINAR NO.

R. Natarajan,
Dina N. Dewan and
K. K. Kapur

India

Semin. No. 47

The three men, R. Natarajan, Dina N. Dewan, and K. K. Kapur, each spent a week at the seminar on communication conducted by Michigan State University professors at Boyne Falls, Michigan, and like all other Indian participants found it a valuable and thought-provoking conference. Said Dewan (who attended July 24-29), "it was excellent for us to learn how to communicate our ideas and how to get them accepted without offending others."

Natarajan felt that the psychological aspects of communication could have been expanded upon at a somewhat higher level. The class of 76 members which he attended July 31 to August 6, contained "so many Japanese, Koreans, and South Americans who could not easily follow the English, and the instructors spent too much time in asking about the participants' experiences in this country." "I think," added Natarajan, "we should have had more straight lectures on how we should communicate and what have been the experiences in communication problems of the professors and people of the U. S."

Kapur said, "This set me thinking about how I should approach the changed situations at home and in the office, and also served to introduce a process so important that I intend to continue to increase my knowledge about it by further study."

All agreed Boyne Mountain Lodge was the ideal retreat because of its scenic grandeur, its peaceful serenity and the excellent opportunity for fun and frolic provided by the ice skating rink.

Mr. M. S. Das

India

Semin. No. 50

Mr. Das thought that Michigan State University's communication seminar at Boyne Falls, Michigan, from July 31 to August 6 was "good but it could be better." Pointing out that he was in a class of 72 participants, representing 22 nationalities, he declared, "It's a bit of a job to organize a program that will satisfy so many people of diverse interests. I would suggest the organization of groups with similar backgrounds and similar interests. Many of the points I raised moved my fellow seminarists and vice versa."

General Management Study Group

India

Semin. No. 50

All the participants except Rangarajan had attended the communication seminar conducted by Michigan State University at Boyne Mountain Falls, Michigan, and since Mehra had attended both seminars he was in a position to make the following comparison: "The material covered in both is similar so that anyone who has been to the Penn State workshop doesn't have to go to the Michigan State one. As good as the communication seminar may be, it was a flop after Dr. Sussman."

Speaking of the art of management in the U. S. Nrik said, "Good management is the development of people, not simply directing them from above; it is a two-way communication which perhaps in our country is still going one way. One of the factors in working out of these principles and philosophies in the U. S. may be that labor is scarce." Of the seminar on communication at Boyne Mountain Lodge he said: "Here we become more conscious of the things we are doing in communication . . . management may be communication altogether; in any case communication is the indispensable tool."

FAVORABLE-QUALIFIED

PARTICIPANT

COUNTRY

SEMINAR NO.

Mr. Ihsan Tuncay

Turkey

Sem. No. 51

The seminar on communication given by Michigan State University at Boyne Falls, Michigan, "while not too important to me is very good for the majority of participants. It was interesting to be in the same gathering with 62 other ICA participants, but five days is very little time to know about communication. The MSU instructors were all very nice and I enjoyed the social activities."

Mr. Hsian-shi Tsai

Republic of China

Sem. No. 51

Michigan State University's communication seminar at Boyne Falls, Michigan, from July 30 to August 5 was "useful", though he was certain he personally would have no problem selling his American-acquired ideas to his superiors. "I got the impressions that many of the participants at the seminar, especially those from India, were bothered about religion being an obstacle to their putting their new ideas and techniques into practice. But I don't have to worry about this. That's because nuclear energy is a new field in my country and all seven of us in our shop have been trained in the U. S."

Mr. Anthony Demetrius Hadjiantzou

Greece

Sem. No. 53

Attending Michigan State University's communication seminar at Boyne Falls, Michigan, from August 29 to September 3, he thought was "very nice even though it has no direct connection with my training, because everybody needs to know how to communicate. I used to watch Miss Nam Cho and others trying to learn to skate on the artificial ice rink there and continually falling down. It was all very funny. I preferred to swim myself."

Mr. Gandra N. Rao

India

Sem. No.

The week at Boyne Mountain Lodge, Michigan, in attendance at the Michigan State University seminar on communication, was esteemed by Rao as an excellent way to summarize new ideas and formulate plans for convincing colleagues back home of the necessity for change. But here Rao would have liked to have the text and lecture material collapsed into one day's presentation, to be supplemented by the reading of books, and leave the remainder of the week for "more advanced stages of this subject, more psychological approaches and effective ways of presenting our schemes for making changes."

Dr. Raimon Otero-Ruiz

Columbia

Seminar No.

He liked the courses and social activities at Michigan State University's seminar on communication at Berkeley Springs, West Virginia, but suggested (1) that it might be better to have participants with higher IQ's in one group and those less experienced in another; (2) "It seemed quite expensive and, I think, could have been given in three instead of five days." One of Dr. Otero's hobbies is translating English poetry into Spanish. "As my part in the social activities I recited my own Spanish translation of Robert Frost's poem 'Stopping by Woods on a Snowy Evening', and joined some Chileans in singing their folk songs. We have a lot of cultural relations between our countries and perhaps are closer than other South American countries."

UNFAVORABLE

<u>PARTICIPANT</u>	<u>COUNTRY</u>	<u>SEMINAR NO.</u>
Mr. Matias Molina Appelgren	Chile	Sem. No. 24

Mr. Appelgren thought the Michigan State University's seminar on communication which he attended for the week beginning February 15 (one week earlier than the former) "was of little profit because I teach it in Chile. The seminar may be all right for people who have little or no knowledge of the importance and meaning of communication, but I think it is vital that the school should make a better selection of the participants and take into account their background, culture and ideals."

Dr. Agustin Alberti Solera	Chile	Sem. No. 35
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The Chilean was rather boxed with the Michigan State University seminar on communication that he attended for a week at Berkeley Springs, West Virginia. "It doubtless is a good course for some but not for me," he remarked. "The pace there is too fast for some and too slow for others. I was in the second category. But I must say that I rejoiced at the opportunity it afforded me to meet so many people from other countries with whom I could exchange ideas. I would have been very angry about being sent to Cacapon Lodge if it had not been for this feature."

Mr. Z. Prijic	Yugoslavia	Sem. No. 37
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Mr. Prijic said he didn't learn anything new at all, and there wasn't a word of the substantive matter that he had not encountered in high school. But he was deeply grateful for the opportunity of meeting 68 people from 16 countries, for getting to know the special character of countries like Iran and Vietnam, for now being able to separate in his mind Cuba from Jamaica, and to be able to communicate with all these people in a friendly way. "After all, this too is important communication, and was certainly very worthwhile."

Mr. Maummer H. Tuneman	Turkey	Sem. No. 52
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Tuneman's adventure was coming full circle. He was ordered to Washington, purchased his ticket but another message redirected him to Boyne Falls, Michigan for the seminar and he hastened to change the ticket. But this young galliard who was always in communication with his fellow man by his endless curiosity and his love of amusement, cared but little for what the Michigan State University professors had to teach about the art of communication. He had perfected his own art. "The seminar was not much interesting to me," he said, "but it was nice to meet the people from 15 countries, to play soccer and golf, to learn ice skating and to dance to the summer orchestras of the Boyne Lodge."

May 20, 1962

Lecture

1. After going thru the case of the restaurant study.

Summarize it by saying:

There are many theories,
but there is often convergence
on practical solution.

2. The best analysis is

(a) Communications
overload.



(b) People are accustomed to
doing things according to
their own sequence of
events.

(c) Whenever change is introduced
this means that possibly

(1) The change in new sequences
of behavior

(2) The over-loading of
channels.

[Think through more carefully]

See Workshop
over # 30

Asian Studies Group, MSU
Jan 25, 1962

Purpose

- = To discuss the role of Japanese agriculture in economic development.
- = How good a model is Japan for the rest of Monsoon Asia?
- = Three periods of development to be distinguished:

1. Meiji period to WW I (~~1878-1917~~ 1878- 1917)
2. World War I to World War II (1918 - 1945)
3. Post-World War II

Summary of the main points:

1. The first period was period of rapid ~~growth~~ growth in production and technological development in both agriculture and industry.
 - = period of balanced growth between the agricultural and industrial sectors.
 - = Agriculture in this period provided:
 1. the nation's food requirement
 2. labor force for industrial development,
 3. a large share of ~~new~~ capital savings in the nation.
 4. A large share of the foreign exchange income.
 - = Yet the basic pattern of agricultural production was not changed.
 - = In contrast with Europe, then, the economic development of Japan was quite different.
 1. In Europe, industrialization was preceded by a slow improvement in agricultural production.
 2. In Japan, agriculture developed side-by-side with industrial growth.
 - = But there were certain unanticipated historical circumstances that altered the development of Japanese agriculture and industry in the next period of Japan's history.

- (2) ~~In~~ The second period (interwar years) saw a ~~marked~~ ^{relative} decline in the contributions of agriculture ~~to~~ to economic development.
- = Worldwide depression of the 1920s/and the rise of militarism forced Japanese economy to turn to heavy industry. ^{competition from international markets,}
 - = Meanwhile, ^{rural} population continued to increase at steady rate, but the industrial sectors no longer able to absorb much of this surplus farm population. (*Population doubled in the last 40 years*)
 - = The ~~nations no longer could be sufficient to feed~~ resulting overpopulation in rural areas ~~drives down~~ intensified ~~the~~ the unfavorable man-land ratio typical for Asian societies.
 - = The steady increase in population also results ⁱⁿ nation becoming dependent upon ~~the importation of food~~ imported food.
 - = Simultaneously, ~~opportunities of~~ improvement of agricultural production reached its upper limits, given the traditional pattern of labor-intensive, small-scale, family-operated system of farming.
 - = ~~Rise~~ So called "rice riots" and tenancy disputes increase) landlords no longer active in improving farm production methods. Absentee landlordism ~~rises~~ *climbed steadily*

(3) The third period--after World War II.

- = Political influence of farmers increased a land redistribution system ~~took~~ place.
- = Government subsidies (amounting to ~~2%~~ of national budget) to agricultural sector resulted in some improvement of "infrastructure"--better water control, road improvements, greater dissemination of farm innovations, ~~also~~ improved marketing systems.
- = Backbreaking ~~agricultural work~~ farm work eased a little with the increase use of small hand tractors and other labor-saving devices.
- = The purchase of ~~in~~ such industrial goods made possible by an increasing number of members of farm households employed in service and industrial plants. Such workers either commute to work (due to improved transportation) or factories move to the countryside. Thus, agriculture ~~now~~ became an important market for ~~many~~ domestic industrial production.
- = ~~Some attempts to reduce~~ ^{reduced} birth rate by drastic abortion methods, as well as by contraception.

(4) The future?

- = Throughout these three periods, the number of farm households have numbered steadily around 6 million. The land per farm household has not increased. Agricultural income amounts to less than 20% of the ~~gross~~ national income, despite the fact that 40% of the population ^{are} farmers.
- = This worries many of the leaders. Increased farm income per family can only come about by an increase in size of farm. This in turn means a drastic reduction in the number of farm families--~~displacement of~~ ^{still} entire families leaving the farms. Present land reform laws prevent increase in size of farms. Hence, the ~~present~~ present administration is seeking ways of reversing itself.
- = Some alternative being suggested: a) ~~increase~~ nationalization or collectivization; b) vertical integration; ~~reduction of~~ and c) industrial farming. ~~In any case,~~ The pressure seems to be toward mechanized farming on a size which makes it economically feasible.
- = It is hoped that the present industrial sectors will grow sufficiently to absorb the families that leave the farms.

The Central Questions for Economic Growth in Agriculture

1. What ~~changes in output~~ happened to output (total amount produced)?
2. What happened to productivity (Product per worker)?
3. Why such outputs and productivity changes?
4. How did such out and productivity affect economic development of the nation?

Period One

1. Out put increased:

Bushels of rice: 98%

Yen ~~prices~~ prices in total farm products: 121%

2. Productivity increased:

land productivity
(net output/ arable land) 80%

labor productivity
(net putput/labor force) 136%

3. Why the increase?

a) No change in the traditional farm operations -- continuation of the basic patterns.

b) The increments due to:

1. No mass exodus to cities of landless peasants.
(movement single persons and without family units)
2. Tenancy system was such that the tenants paid relatively high rents to landlord.

This in turn encouraged landlords to push for increased yields and to improve production methods.

3. Basic agricultural improvement took place:

- a) Better irrigation and drainage systems.
- b) Some additional land turned into paddy fields.
- c) improved seed stocks and improved fertilizers and greater input of manures.

4. Govt. aid : in the form of agricultural experiment stations, collection and dissemination of information of improved farm methods, and some subvention of large-scale reclamation and irrigation works.

5. The price of rice and other agricultural products continued to rise pari passu with rise in industrial prices.

4. The Effect on Economic Growth of nation.

- a) produced raw silk, tea and other materials which contributed to Japan's foreign exchange.
 - b) Supplied labor, food, and capital savings to keep pace with Japan's industrial development.
- (e.g., in Govt. revenues in 188-92, land tax provided 85.6% of all govt. revenues. By 1920, the rest of the economy prospered so that the farmer's share declined to about 18.3%.)

Period Two.

This period can be summarized briefly.

1. Productivity and output continued to climb but not at ~~the~~ very diminished rate.
2. Meanwhile, the population kept climbing. By this period, the population had doubled what it was in the pre-modern period.
3. The industrial sectors were meeting severe competition from international markets, due to the worldwide depression.
4. The ~~for~~ surplus farm population was not being absorbed at the same rate as before. The pile-up of labor in rural areas aggravated conditions. The poor man-land ratio.
5. The food supply was no longer completely supplied by Jpse farmers. Food was imported and further brought misery by depressing agricultural prices.
6. Peasant revolts characterize the countryside. In the cities, the rise of militarism and political upheaval of sorts.

Period Three.

The postwar three brought a number of improvements to the farmer's lot.

1. The land reform program eased the landlord-tenant problem.
2. The federal government subsidized agriculture in many ways:
 - a) price support
 - b) extension service and improvement of technology.
 - c) greater expansion of infrastructure (irrigation, roads, etc)
 - d) greater voice of farmers in political participation.

Officially, the federal govt. is committed to these positions with regard to agriculture:

1. Self-sufficiency in food.
2. Maintenance of same number of farm households (6 million)

Meanwhile, the gap in income between city and farm is increasing.
(40% of ~~farm~~ population are farmers; their income is only 20%
of the total national income).

The obvious solution is ~~taxation~~;

1. Drop the idea of self-sufficiency
2. Reduce the number of farm households in order to
increase the average size of production.

= Such a measure would make more efficient the use
of farm machinery and labor-saving devices.

The difficult political solution.

Entails values about the 'core of Japanese culture'

Dependence upon ~~foreign~~ import foodstuffs.

Fear of loss of voters by the Liberal-Democratic party.

Rec'd Dec 27, 1968

International Workshop on Communication for Modernization

Institute of International Education and Michigan State University

East Lansing, Michigan

December 26th-31st., 1968

SCHEDULE

See p. 2

Thursday 26th.

9.00 - 10.00: Opening Session

- (1) Presentation of Staff
- (2) Presentation of Participants
- (3) Description of Program, Schedule, and Procedures

10.30 - 12.30: The Nature of Communication----- Joyce, Dervin,
and Durlak

- (1) Process and Problems
- (2) Perception

2.00 - 5.30: Cross Cultural Communication----- Dr. Kumata

Evening Session

8.00 - 10.30: The Nature of Communication----- Joyce, Dervin,
(3) Inference and Observation and Durlak
(4) Language and Meaning

Friday 27th.

9.00 - 12.30: Communication in Formal Organizations----- Dr. Berlo

2.00 - 5.30: The Nature of Communication----- Joyce, Dervin,
(5) Social Factors Durlak, and Jain
(6) Psychological Factors
(7) Summary

Saturday 28th.

9.00 - 12.30: The Economic Aspects of Modernization----- Dr. Wood, and
Kerr and Quesada

2.00 - 5.30: The Non Economic Aspects of Modernization----- Mrs. Nair, and
Quesada and Kerr

Monday 30th.

9.00 - 12.30: Communication and Modernization----- Beltrán, Kerr,
and Yien

- (1) The Relationship of Communication with Modernization
- (2) The Roles of Communication in Modernization
- (3) Development Strategy and Communication Strategies
- (4) Communication as a Launcher of Accelerated Modernization
- (5) The Strategy of Channel Combination in Developmental Communication

2.00 - 5.30: The Nature of the Third Culture and Socio-cultural Change----- Dr. Useem, and
Joyce and Jain

Evening Session

7.00 - 9.30: The Adoption and Diffusion of Innovations for Agricultural Change and Rural Modernization----- Joyce, Jain, and
Yien

Tuesday 31st.

8.30 - 10.00: Shared Culture and World-Wide Communication- Dr. Ishino

10.30 - 12.00: The Role of Foreign-Trained Change Agents in National Development and Their Readjustment to their Cultures -Joyce, Jain, and
Beltrán

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Note.- All general sessions will take place in Room 105 A-B. For small group sessions, Room 103 B and Room 103 A(the workshop's office) will also be made available.

List of Participants

INTERNATIONAL WORKSHOP ON COMMUNICATION FOR MODERNIZATION December 1968

<u>NO.</u>	<u>NAME</u>	<u>COUNTRY</u>	<u>FIELD OF STUDY</u>	<u>INSTITUTION</u>	<u>DEGREE SOUGHT</u>
1.	Mr. Godfrey S. ACHEBE	Biafra	Economics	Howard Univ.	B.A.
2.	Mr. William E. AKPAN	Nigeria	Business Admin	Luther College	B.A.
3.	Mr. Zaki Mousa AYOUBI	Jordan	Business Admin.	Indiana Univ.	B.A.
4.	Mr. Linus A. BASSEY	Nigeria	Banking Economics & Management	New York Univ.	M.B.A.
5.	Mr. Schrab BEHDAD	Iran	Economics	Michigan State Univ.	M.A.
6.	Mr. Pahol CHINDAKUL	Thailand	Business Admin.	Utah State Univ.	M.S.
7.	Miss Kusum CHOPRA	India	Economics]	University of Colorado	Ph.D.
8.	Mr. Sun Gwan CHUN	Korea	Business Admin.	Drake Univ.	M.S.
9.	Mr. Christopher M. EDWIN	Biafra	Business Admin.	Atlanta Univ.	M.B.A.
10.	Mr. Bassey Udo EKONG	Nigeria	Economics	University of Minn.	B.A.
11.	Mr. Ani-Jones EROKWU	Nigeria	Business Admin.	Georgia State Coll.	B.B.A.
12.	Mr. Fausto GARCIA	Mexico	Business Admin.	Stanford Univ.	M.B.A.
13.	Mr. Enrique F. GONZALEZ	Mexico	Business Admin.	Univ. of Arizona	M.B.A.
14.	Mr. Herbert ITHENACHO	Biafra	Business Admin.	Morgan State Coll.	B.A.
15.	Mr. Mannah F. KALLON	Sierra Leone	Agricultural Econs.	Univ. of Illinois	B.S.
16.	Mr. Nahmeul KIM	Korea	Economics	Univ. of Houston	M.A.

<u>NO.</u>	<u>NAME</u>	<u>COUNTRY</u>	<u>FIELD OF STUDY</u>	<u>INSTITUTION</u>	<u>DEGREE SOUGHT</u>
17.	Miss Vivian MAHLAB	Iran	Economics	Univ. of Texas	B.A.
18.	Mr. Stephen NWAOGWUGWU	Nigeria	Business Admin.	Philander Smith Coll.	B.A.
19.	Mr. Anyegbunam W. OBI	Biafra	Economics	Michigan State Univ.	Ph.D.
20.	Mr. Gregory C. OHAJI	Biafra	Management	St. Edwards Univ.	B.S.
21.	Mr. Iraj Haji SAMII	Iran	Economics	Eastern Ill. State	M.S.
22.	Mr. Surachai SUVANNODOM	Thailand	Economics	Univ. of Oklahoma	M.A.
23.	Mr. Oscar TAMEX-LOZANO	Mexico	Business Admin.	Indiana University	M.B.A.
24.	Mrs. Lillian Titi				
24.	Mrs. Lillian Titi TAYLOR	Nigeria	Business Admin.	Western Mich. Univ.	B.A.

Analytical Summary

<u>Country</u>	<u>No.</u>	<u>Field of Study</u>	<u>No.</u>	<u>Degree Sought</u>
Biafra	5	Agricultural Economics	1	<u>Bachelors--12</u>
India	1	Banking Economics & Management	1	B.A. 8 B.B.A. 1 B.S. 3
Iran	3	Business Admin.	12	
Jordan	1	Economics	9	<u>Masters</u> 10
Korea	2	Management	<u>1</u> 24	M.A. 3 M.B.A. 5 M.S. 2
Mexico	3			
Nigeria	6			
Sierra Leone	1			<u>Ph.D.</u> 2
Thailand	<u>2</u> 24			<u>24</u>

Dec 26, 68

From: Luis Beltran
ITE workshop on communication
for modernization

To: Dr. Ishino

(For your information)

I.I.E. Com. Seminar
Dec 26-31, 1968
Kellogg Center

DEC 23 1968

MICHIGAN STATE UNIVERSITY EAST LANSING, MICHIGAN 48823
SHARED CULTURE AND WORLD COMMUNICATIONS

DEPARTMENT OF ANTHROPOLOGY • CENTER FOR INTERNATIONAL PROGRAMS

In today's world, international conventions and meetings (as exemplified here at Kellogg Center this week) are common, in fact almost routine. The fact that people of different nationalities, languages and social backgrounds can and do meet with each other means that the participants share some common elements of human culture. These shared cultural elements may be no more than a common spoken language (English, French, Russian) in which to communicate during the meeting, but it may extend to common food preferences, common hobbies or sports, common ~~religious~~ professional concerns, common religious orientation, and even common value systems. The fact that these international gatherings are increasing must mean that the total number of people sharing common cultural traits is also increasing.

Indeed not only are these kinds of international meetings increasing in variety and frequency in recent years, they are also becoming one of the more significant channels (in the sense of the SMCR model) by which peoples of different nationalities share new cultural traits. All participants in a conference of this sort are fully aware of the things I have just written, so they need no further elaboration here.

My purpose in this morning's presentation is to put this idea of sharing common cultural traits in a historical perspective and to present three of the following kinds of arguments:

- 1) that this sharing of culture is desirable in the long run for mankind, even though in some cases and in the short run it has led to exploitation and other kinds of undesirable consequences.
- 2) that the reason for its desirability is not (contrary to widespread belief) to work toward a common homogenized world culture or a world community, but rather to strive toward a multilateral system of shared cultures.
- 3) that certain kinds of educational policies can be pursued to enhance the sharing of cultural traits.

Iwao Ishino
Department of Anthropology

December 23, 1968

Shared Culture

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"men in the middle of the Third Culture..."

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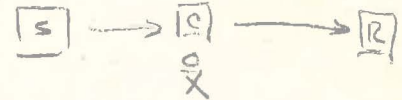
Com: Seminar
1958

OUTLINE

I. Introduction

a. The Communications Model, a review.

b. New application of the model
(your point's view)



II. Communication Situations

a. Situation A: participant observes U.S. practices

b. Situation B: participant returns home.

c. Situation C: participants begin to explore ways of introducing new ideas.

III. Cultural factors in Cross-cultural learning. (Situation A)

a. Hall's article

b. A word about the culture concept.

Participant's

IV. Problems of Re-Entry into one's own culture. (Situation B)

V. Cultural Factors in Introducing Change (Situation C)

Refer to Hall's
Paper

Refer to Social
Action Lecture

Refer to
Lieberman +
Woodcock's
paper.

Draft)

OUTLINE

I. Introduction

- a. Source-Channel-Message-Receiver model broadened.
- b. Example: U.S. friends (source), ICA participant (channel), his ideas (Message), colleagues at home (receiver.)

II. Communication Situations

- a. Situation I: participant ~~xxxxx~~ observes US practices.
- b. Situation II: participant ~~xxxx~~ returns home.
- c. Situation III: participant begins to apply ideas learned abroad.

III. Situation I: Cross-cultural phase.

- a. ~~xxxxxxxxxxxx~~ Description of this phase.
- b. Some questions:
 - (1) What helped or hindered the participant's learning experience?
 - (2) What ideas ~~xxxxxxxxxxxx~~ seem to be helpful to my ~~xxxxxxxxxxxx~~ job back home? What ~~xxx~~ ~~xxx~~ seem to be impractical?
 - (3) What order of priority should be applied to the introduction of these ideas, if any?

IV. Situation II: Re-entry Phase

- a. Description of this phase.
- b. Some questions to be taken up:
 - (1) Have the people at home changed?
 - (2) Have I changed during my absence?
 - (3) What is the attitude of my colleagues toward me and my going to the U.S.?

V. Situation III: Social Action phase

- a. Description of this phase.
- b. Some questions to be taken up:
 - (1) What new ideas do I want to introduce?
 - (2) What elements in the "new idea" need to be re-interpreted--adapted?

*cultural factors
in cross-cultural
learning*

*Problems of
Re-entry into
one's own
culture*

*Cultural factors
in introducing
new change*

*Initiating sets
legitimizers
diffusion sets
definition of needs
commitments to action
goals & means*

ICA = International
Cooperation
Admin -
(Wash DC)

Dec 11-16, 1960

Room 322 Union Building
Michigan State University
East Lansing, Michigan

October 3, 1960

Professor Iwao Ishino
429 Berkey Hall
Campus

Dear Professor:

I am happy to know that you are available as a staff member of the Michigan State University-International Cooperation Administration Seminars on Communication. The dates for which you are scheduled on our records are:

Seminar No.

Date

Chairman

62

December 11-16, 1960

Mr. Francis Byrnes

If this is incorrect, or if you wish to make changes, please notify me as soon as possible.

You have already received, or will shortly receive, a booklet entitled, Communication and Change, a mimeographed "Guide to the Conduct of the ICA Seminars," and a book by David Berlo, The Process of Communication. An "ICA Seminar Letter" is also issued from time to time. It is the responsibility of the chairman for each week to contact his staff in advance concerning assignments.

The enclosed information sheet on travel may answer questions about your trip to the seminar. If you desire additional information, please contact me.

Sincerely,

Huber Ellingsworth
dy.

Huber Ellingsworth
Associate Director
ICA Seminars on Communication

Enclosure

July, 1960

Staff Availability Form
ICA Communication Seminars 1960-61
(Oct. 9-June 9)

Please check one

☐ I am not available for teaching in ICA Seminars this year.

☐ I am available and would like to teach in _____ seminars during the period Oct. 9-June 9.

Following is a list of seminar dates. Would you please express 1st, 2nd, and 3rd choice of dates for each semester you wish to teach? If a date has been circled, it means that a seminar chairman has requested your services on that date. This was done without information on your availability.

If the requested date is convenient for you, please indicate it as your choice. If not, please don't feel bound by it.

Your selections are, of course, subject to change by you if your plans change.

<u>First Semester</u>		<u>Second Semester</u>	
<u>Choice</u>	<u>Date</u>	<u>Choice</u>	<u>Date</u>
<input type="checkbox"/>	Oct. 23-28	<input type="checkbox"/>	Feb. 5-10
<input type="checkbox"/>	Oct. 30-Nov. 4	<input type="checkbox"/>	Feb. 12-17
<input type="checkbox"/>	Nov. 6-11	<input type="checkbox"/>	Feb. 19-24
<input type="checkbox"/>	Nov. 13-18	<input type="checkbox"/>	Feb. 26-March 3
<input type="checkbox"/>	Nov. 27-Dec. 3	<input type="checkbox"/>	March 5-10
<input checked="" type="checkbox"/>	Dec. 11-16	<input type="checkbox"/>	March 19-24
<input type="checkbox"/>	Jan. 15-20	<input type="checkbox"/>	April 16-21
<input type="checkbox"/>	Jan. 29-Feb. 3	<input type="checkbox"/>	April 23-28
		<input type="checkbox"/>	April 30-May 5
		<input type="checkbox"/>	May 7-12
		<input type="checkbox"/>	May 14-19
		<input type="checkbox"/>	May 21-26
		<input type="checkbox"/>	June 4-9

322 Union Building
Michigan State University
East Lansing, Michigan
September 21, 1960

Professor Iwao Ishino
429 Berkey Hall
Campus

Dear Colleague:

Recently we sent you material on a series of communication seminars conducted by Michigan State University for foreign participants under the auspices of the International Cooperation Administration. In the event that this material has not yet come to your attention, I am sending duplicate copies of the staff availability form. When you are able to return a form to me, would you please be kind enough to do so, keeping one copy for your records?

If you have questions, please do not hesitate to write.

Sincerely yours,

Huber Ellingsworth
dyj

Huber Ellingsworth
Associate Director
ICA Seminars on Communication

Enclosures

SUGGESTED READING FOR ICA SEMINARS IN COMMUNICATION

What we know about the process of communication is far more detailed and technical than can be described in the time available at the seminars. A more intensive examination of the subject is being made available to you in the form of a book, The Process of Communication, by Dr. David K. Berlo of Michigan State University.

Dr. Berlo, director of the ICA Seminars, has written this book as a text for students in communication at Michigan State University and for all others interested in the subject.

Many of the presentations in the seminar are related to subjects treated by Dr. Berlo in his book. You may wish to do reading which will increase your understanding of the presentations. The following index will help you to do this:

<u>Seminar Topics</u>	<u>Chapters in Book</u>
Communication Process (SMCR), The Interpreter Model, Meaning	IV Learning VII Meaning and Communication VIII Dimensions of Meaning III The Fidelity of Communication
.....
Interpersonal and Person-to-Person Communication	III The Fidelity of Communication V Interaction
.....
Group Structure and Social Factors in Communication	VI Social Systems
.....
Social Action	I Communication, Scope and Purpose
.....

MICHIGAN STATE UNIVERSITY
OF AGRICULTURE AND APPLIED SCIENCE • EAST LANSING

COLLEGE OF COMMUNICATION ARTS

March 17, 1961

Dr. Iwao Ishino
429A Berkey Hall
Campus

Dear Staff Member:

Thank you for your interest in summer teaching at the ICA seminars. Working from your list of available dates, we have scheduled you as follows:

<u>No.</u>	<u>Date</u>	<u>Chairman</u>
79	June 18-23, 1961	Donald Lloyd

Please note that seminars prior to July 1 occur at Cacapon Lodge, Berkeley Springs, West Virginia. From July 1 - September 15 they will be held at Boyne Mt. Lodge, Boyne Falls, Michigan.

If you have a change of plans and are unable to be present on the assigned date, please notify me as soon as possible.

During each week which you serve as a staff member, you will receive three per cent (3%) of your regular ten-month salary.

Cordially,

Huber Ellingsworth

Dr. Huber Ellingsworth, Director
ICA Seminars on Communication

dcj

16 May

This day attended
a meeting & later
I submitted the
attached.

May 16, 1966

Doc (29)

To: Frank Marzocco

From: Iwao Ishino

Subject: MSU and East-West Center Joint Project

1. For this program, I would like to ~~xxxx~~ suggest that one aspect of the research be concerned with the ~~xxx~~ notion of codes as they are found and ~~x~~ utilized in a wide variety ~~fx~~ of societies. The notion of code as I ~~am~~ using it here comes out of the communications research (e.g., Berlo). In the communications process, there is no communication unless the speaker and listener share a common symbol~~x~~ system or code.

2. This idea of code is very important in cross-cultural research because unless the researcher understands the "native" categories (or code), there is no ~~agreement~~ communication between him and the native informant.

3. To get at these matters a group of people within anthropology have staked out an area known as "ethnoscience" and ~~xxxx~~ are now proceeding to develop a methodology to collect systematically a wide variety codes from color categories, to kinship structure, ~~xxxx~~ art forms, music patterns, status relations, and religion.

4. I suggest ~~that~~ therefore that a cross-cultural study of codes be considered as part of the learning research~~xxxx~~ program. (On second thought, it seems ~~that~~ Jerome Bruner's On Thinking is ~~x~~ concerned with the discovery of "codes" and "coding systems" of his subjects).

Iwao
IWAO ISHINO

This is very crude, but enough to suggest one idea.

BRIEF BIOGRAPHICAL DATA ON STAFF

Seminar on Communication No. 257

June 11-17

1967

H. Stuart Hawkins, Resident Coordinator, MSU/AID Communication Seminars

Born in Mt. Gambier, South Australia, Mr. Hawkins received his Honors degree in Agricultural Science from the University of Adelaide in 1957 and his M.A. in Communication from Michigan State University in 1965.

From 1958 to 1960 he conducted pasture research on the Bovril Estates in Argentina. On his return to Australia he joined the Commonwealth Scientific & Industrial Research Organization in Melbourne as a scientific liaison officer. His duties included the interpretation of agricultural and fisheries research results, their diffusion to extension workers and fishermen, and the organization of national scientific conferences. In addition he instituted a series of lectures in communication theory for graduate students in agricultural extension at the University of Melbourne.

* * * * *

Richard W. Budd, Director Mass Communication Research Bureau, School of Journalism, University

Dr. Budd, who was born in Henderson, Maryland, received his B.S. Degree from Bowling Green State University (Ohio), his M.A. in Journalism from the University of Iowa and his Ph.D. in Mass Communication from the University of Iowa in 1964.

The author of Introduction to Content Analysis, Dr. Budd has also written PDQ articles which include "Analysis of U.S. News in Foreign Press." His experiences range from reporting for the Bowling Green Sentinel-Tribune to his present position with the University of Iowa. During this time, he was a Staff Writer for the Dayton Daily News, a Research Assistant, Assistant to the Director and later Director of Mass Communications Research Bureau, University of Iowa.

Dr. Budd is a member of Sigma Delta Chi, Kappa Tau Alpha, Kappa Alpha Mu, Association for Education in Journalism, and the American Association for Public Opinion Research. His special fields of interest include communication theory and methodology.

* * * * *

William D'Antonio, Associate Professor, Department of Sociology, University of Notre Dame

Originally from New Haven, Connecticut, Dr. D'Antonio received his Bachelor's Degree in Latin American Affairs from Yale University,

his Master's Degree in Hispanic Studies from the University of Wisconsin, and his Ph.D. in Sociology and Anthropology from Michigan State University.

Before assuming his present position, Dr. D'Antonio was an instructor in Social Science and Sociology at Michigan State University. His research and teaching at Notre Dame center around political sociology, stratification, the family and the community. A frequent contributor to professional journals, he is a member of the American Sociological Association, the Society for the Study of Social Problems and AAUP.

* * * * *

Robert Engbretson, Assistant Professor, Division of Education, Southern Illinois University

Dr. Engbretson, who was born in Milwaukee, Wisconsin, received both his B.S. and his M.A. from Western Michigan University. His Ph.D. was earned in the field of communication at Michigan State University.

The author of Your Community--A Resource Guide for Elementary Social Studies, Dr. Engbretson has also written two research reports for the Department of Defense concerning the changes in belief patterns toward nuclear attack and the need for civil defense. In addition to his research activities, he has had extensive experience in teaching and administration of public education. Formerly he has served as resident coordinator and associate director of the AID Seminars on Communication. Presently he is associated with the Division of Education at Southern Illinois University.

Dr. Engbretson is a member of the American Educational Research Association, the American Association for Public Opinion Research, and the Association for Supervision and Curriculum Development. His special fields of interest include communication and education, and interpersonal communication.

* * * * *

Walter H. Friedhoff, Professor of Psychology, Illinois State University

Originally from South Dakota, Dr. Friedhoff received both his A.B. degree and his M.S. degree from the University of South Dakota, the former in zoology and the latter in psychology. From there he traveled to the University of Iowa where he received the Ph.D. in educational psychology.

His many years of university experience include being the Assistant Dean of Students at the University of South Dakota and Associate Professor of Psychology at Eastern Illinois University. Having been associated with Illinois State University since 1958, Dr. Friedhoff's teaching and research center around learning, educational measurement, and counseling. His professional associations include the American Psychological Association, the Midwestern Psychological Association, the Illinois Psychological Association, the American Education Research Association, and the National Council on Measurements in Education.

* * * * *

Harold O. Haskitt, Jr., Head, Speech Section, General Motors Institute,
Flint, Michigan

A native Michigander, Mr. Haskitt earned both his degrees within the State of Michigan. He received his bachelor's degree in speech from Western Michigan University and his master's degree, also in speech, from the University of Michigan.

Mr. Haskitt, who is especially interested in business and industrial speaking, has been teaching speech at GMI since 1947 and has been the Head of the Speech Section for the past thirteen years. His professional associations include the Speech Association of America; the Central States Speech Association; the Michigan Speech Association, the National Society for the Study of Communication, and the American Society for Engineering Education.

* * * * *

Iwao Ishino, Associate Professor of Sociology and Anthropology, Michigan State University

Born in San Diego, California, Dr. Ishino received the Ph.D. in Social Anthropology in 1954 from Harvard University. His previous experience includes Office of War Information, Public Opinion and Sociological Research Division, Allied Occupation of Japan, Department of Sociology and Anthropology, Ohio State University, Fulbright Lecturer, University of Tokyo.

Dr. Ishino is a member of the American Anthropological Association, American Association for the Advancement of Science and American Sociological Association. His special field of interest is culture change. He has been engaged in an analysis of social change data collected in 13 Japanese villages during 1958-59. One aspect of the study has to do with the examination of the diffusion of farm technology.

* * * * *

Kennon H. Shank, Professor of Speech and Education, Director of Speech and Hearing Clinics, Indiana University

Dr. Shank received the A.B. Degree in Speech from Simpson College. He earned both his M.A. and Ph.D. Degrees in Speech Pathology from the University of Denver.

Before coming to Indiana University, Dr. Shank served with the Air Force for four years. He was formerly an instructor at Simpson College, an assistant professor at Texas Woman's University and a professor of speech at the University of Oklahoma.

Dr. Shank is a member of the American Speech and Hearing Association, the Indiana Speech and Hearing Association, Pi Kappa Delta, Alpha Psi Omega, Psi Chi, and Epsilon Sigma. His special fields of interest include speech pathology and communication process.

* * * * *

Cedric C. Clark, Department of Communication, Michigan State University.

Cedric Clark, born in Trenton, New Jersey, received his B.A. in English and Psychology from Trenton State College in New Jersey in 1962. He received his M.A. in Communication from Michigan State University in 1966 where he is presently a Ph.D. candidate. Mr. Clark is a former Peace Corps Volunteer, having served in Nigeria from 1962-1964.

He is currently involved in research concerning the effects of discrepant communication and in problems of communication in non-Western societies.

Mr. Clark is married to the former Carolyn Martin, a Ph.D. candidate in anthropology.

* * * * *

Daniel E. Costello, Department of Communication, Michigan State University

Born in Dayton, Ohio, Mr. Costello received his B.S. in Commerce and Administration and M.A. in Journalism from The Ohio State University. While studying for his M.A. in Journalism, he worked as Business Manager of the Ohio State Daily Lantern.

For the past three years, Mr. Costello has been doing research on the possible influence of the mass media. At present, he is studying the effects of constructing messages with various combinations of message elements on the everyday decision-making and comprehension of people in mass media audiences. Mr. Costello is a member of Alpha Delta Sigma professional advertising fraternity and the Association for Education in Journalism.



STATE OF WEST VIRGINIA
CONSERVATION COMMISSION

CACAPON STATE PARK
Berkeley Springs, W. Va.
June 9, 1961

June 18-25
1961

Dr. Iwao Ishino
232 University Drive
East Lansing, Michigan

Dear Dr. Ishino:

We regret to inform you that you will be unable to occupy Cabin #16 until 4:00 p.m. on June 19th. This cabin will not be vacated by other guests until then.

The lodge has informed us that they will make arrangements to take care of you and your family for the night of June 18th. Please check with them upon your arrival at the Park.

Very truly yours,

Chas. L. Long

Charles L. Long
Superintendent

CLL/pad:rs

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D

SEMINAR

LETTER

No. 15 AID Seminars Michigan State University May 18, 1962
 322 Union Building East Lansing, Michigan

STAFF CHANGES

NO./DATE

STAFF

111, May 13-19

Delete: Eugene Johnson

112, May 20-26

Delete: Murray Hewgill and Bruce Smith

113, May 27-June 7

Add: Juan Diaz (Gen. Comm. Arts) Michigan State University

114, June 10-15

Dan Wozniak, Resident Staff Member; Don Ecroyd, Speech, Iwao Ishino, John Donoghue, Sociology, Bill Lassey, Larry Saurbaugh, General Communication Arts, Michigan State University; Walter Friedhoff, Psychology, Illinois State Normal University; Thomas Isaak, College of Commerce, West Virginia University.

115, June 17-22

John Ball, Center for Interdisciplinary Study in English, Norman Cleary, Sociology, Wayne State University; William Stellwagen, Keith Mielke, General Communication Arts, Gordon Thomas, Speech, Michigan State University; Wayne Brockriede, Speech, University of Oklahoma; Dan Wozniak, Resident Staff Member.

116, June 24-29

John Ball, Center for Interdisciplinary Study in English, Wayne State University; George Fathauer, Johanne Fathauer, Sociology, Miami University; Kennon Shank, Speech, University of Oklahoma; John Dorsey, Political Science, Vanderbilt University; Gordon Thomas, Speech, Keith Mielke, General Communication Arts, Michigan State University; Dan Wozniak, Resident Staff Member.

(Seminars #117 through #127 will be held at Boyne Mt. Lodge, Boyne Falls, Michigan)

117, July 1-6

Norman Cleary, Sociology, Wayne State University; Allen Broadhurst, Speech, University of Connecticut; Virgil Peterson, English, Miami University; Lloyd Welden, Jr., Speech, University of Illinois; Geoffrey Kucera, Radio & TV, William Stellwagen, Mahmud El-Okby, General Communication Arts, Michigan State University.

BRIEF BIOGRAPHICAL DATA ON PARTICIPANTS

Seminar on Communication No. 114

(Based on information furnished by AID PIO/P forms)

(Mr.) Erich O. M. Aalstein; BORN: Surinam; POSITION: Detective; POSITION UPON RETURN: same; SUBJECT OF U.S. TRAINING: Industry and Mining; SPEAKS: French and Dutch.

(Dr.) Chittaranjan V. Agarwal; BORN: India; POSITION: Lecturer in Applied Chemistry; POSITION UPON RETURN: teaching of Sanitary chemistry; SUBJECT OF U. S TRAINING: Teacher Training in Eng. Education; SPEAKS: not indicated.

(Mr.) Tuvya Ashbel; BORN: Israel; POSITION: District Inspector, Afforestation Department; POSITION UPON RETURN: Planning of the management and treatment of the natural forests; SUBJECT OF U.S. TRAINING: Range & Forestry; SPEAKS: English.

(Mr.) Kemal Bayramoglu; BORN: Turkey; POSITION: Commercial Department Head; POSITION UPON RETURN: not known; SUBJECT OF U. S. TRAINING: Public Administration Service; SPEAKS: not indicated.

(Mr.) Luis Hugo Bellocq; BORN: Argentina; POSITION: Supervisor in radio maintenance; POSITION UPON RETURN: Maintenance of Airborne and Laboratory equipment for Flight Inspection Activities; SUBJECT OF U.S. TRAINING: Avionics; SPEAKS: Spanish.

(Mr.) Fachar Bermawi; BORN: Indonesia; POSITION: Head of Economic Research/Survey; POSITION UPON RETURN: additional duties; SUBJECT OF U.S. TRAINING: Professional Level Industrial Management; SPEAKS: not indicated.

(Mr.) Jure Blazevic; BORN: Yugoslavia; POSITION: Head, Personnel and Administration Department; POSITION UPON RETURN: added duties; SUBJECT OF U.S. TRAINING: Public Administration; SPEAKS: English and Italian.

(Mr.) Eardley Kenneth Boog; BORN: Burma; POSITION: Deputy Superintendent of Police; POSITION UPON RETURN: added duties; SUBJECT OF U.S. TRAINING: Police Equipment Program; SPEAKS: Burmese, English, and Hindustani.

(Miss) Doris Anita Campbell; BORN: Jamaica; POSITION: Senior Education Officer; POSITION UPON RETURN: same; SUBJECT OF U.S. TRAINING: Education - Industrial Arts; SPEAKS: not indicated.

(Dr.) Jose Luis Brizuela; BORN: El Salvador; POSITION: Regional Director; POSITION UPON RETURN: same; SUBJECT OF U.S. TRAINING: Public Health Administration; SPEAKS: English.

(Mr.) Mariano C. Cortezano; BORN: Philippines; POSITION: Technical Property Inspector; POSITION UPON RETURN: not indicated; SUBJECT OF U.S. TRAINING: Public Administration Improvement; SPEAKS: English.

(Insp.) Do Xuan Dao; BORN: Vietnam; POSITION: Special Inspector; POSITION UPON RETURN: not indicated; SUBJECT OF U.S. TRAINING: Strengthening Public Safety Service; SPEAKS: not indicated.

(Mr.) Djaswadi; BORN: Indonesia; POSITION: Administrative assistant in training division; POSITION UPON RETURN: not indicated; SUBJECT OF U.S. TRAINING: Central Government Administration Training; SPEAKS: not indicated.

(Mr.) Jackson Fiah Doe; BORN: Liberia; POSITION: Principal, Sanniquellie Central School; POSITION UPON RETURN: same; SUBJECT OF U.S. TRAINING: Teacher Training; SPEAKS: not indicated.

(Mr.) Doeriat; BORN: Indonesia; POSITION: Junior Auditor; POSITION UPON RETURN: same; SUBJECT OF U.S. TRAINING: Auditing; SPEAKS: not indicated.

(Mr.) Rifat Ercan; BORN: Turkey; POSITION: Captain; POSITION UPON RETURN: develop and teach courses in in traffic control; SUBJECT OF U.S. TRAINING: Special Police Training, Traffic; SPEAKS: not indicated.

(Mr.) Ilhan Erol; BORN: Turkey; POSITION: Deputy Director of Accounting; POSITION UPON RETURN: same; SUBJECT OF U.S. TRAINING: Public Administration Services; SPEAKS: not indicated.

(Dr.) Abdel N. S. Ezzat; BORN: Egypt; POSITION: Director Medical Department; POSITION UPON RETURN: same; SUBJECT OF U.S. TRAINING: Public Administration; SPEAKS: not indicated.

(Mr.) Eitan Freud; BORN: Israel; POSITION: Design Engineer; POSITION UPON RETURN: Design of gas installations and compressor stations; SUBJECT OF U.S. TRAINING: Oil Field Development; SPEAKS: not indicated.

(Mr.) Manuel S. Garcia; BORN: Nicaragua; POSITION: Assistant Officer of the Disbursement Department; POSITION UPON RETURN: same; SUBJECT OF U.S. TRAINING: Public Administration Supply Management; SPEAKS: not indicated.

(Mr.) Chanan Geisenberg, Israel; BORN: Germany; POSITION: Chief Instructor for Veg. Growing; POSITION UPON RETURN: added duties; SUBJECT OF U.S. TRAINING: Production of Tomatoes for Export; SPEAKS: German and English.

(Mr.) Ahmed Gharbi; BORN: Morocco; POSITION: Accountant; POSITION UPON RETURN: a promotion; SUBJECT OF U.S. TRAINING: Government property control and supply service; SPEAKS: not indicated.

(Miss) Alfreda M. Harris; BORN: Liberia; POSITION: Stenographer; POSITION UPON RETURN: added duties; SUBJECT OF U.S. TRAINING: Public Services Management; SPEAKS: not indicated.

(Mr.) Vladimir Hudin; BORN: Yugoslavia; POSITION: Adviser for special research in all branches of economic statistics; POSITION UPON RETURN: same; SUBJECT OF U.S. TRAINING: Public Administration; SPEAKS: English, French and German.

(Mr.) Mohammed Amir Kaify; BORN: Afghanistan; POSITION: Teacher of English; POSITION UPON RETURN: not indicated; SUBJECT OF U.S. TRAINING: Institute of Education; SPEAKS: not indicated.

(Miss) Hale Kolay; BORN: Turkey; POSITION: Test Specialist; POSITION UPON RETURN: same with added responsibilities; SUBJECT OF U.S. TRAINING: general education services; SPEAKS: not indicated.

(Mr.) Nedeljko Komnenic; BORN: Yugoslavia; POSITION: Chief Economic and Financial Department; POSITION UPON RETURN: same; SUBJECT OF U.S. TRAINING: Public Administration; SPEAKS: English and German.

(Dr.) Kailash C. Kotia; BORN: India; POSITION: C.A.S. I and Lecturer in Cardiology; POSITION UPON RETURN: additional duties; SUBJECT OF U.S. TRAINING: Medical Education; SPEAKS: not indicated.

(Mr.) Solomon Fredric Laurentius; BORN: Ceylon; POSITION: Chief Research Officer; POSITION UPON RETURN: Head of Management Division; SUBJECT OF U.S. TRAINING: Industrial Development & Productivity; SPEAKS: not indicated.

(Mr.) Chau Van Lieng; BORN: Vietnam; POSITION: Statistician; POSITION UPON RETURN: Help to organize industrial surveys; SUBJECT OF U.S. TRAINING: Statistics; SPEAKS: not indicated.

(Mr.) Ronald Lima; BORN: Brazil; POSITION: Procurement officer; POSITION UPON RETURN: same; SUBJECT OF U.S. TRAINING: Agricultural Administration; SPEAKS: not indicated.

(Mr.) Branko Ljubojevic; BORN: Yugoslavia; POSITION: Officer for the Products of Chemical Industry; POSITION UPON RETURN: same with additional duties; SUBJECT OF U.S. TRAINING: Marketing and Distribution Research Techniques; SPEAKS: English.

(Mr.) Andre Eddy Lodik; BORN: Surinam; POSITION: Detective; POSITION UPON RETURN: same; SUBJECT OF U.S. TRAINING: Industry and Mining; SPEAKS: Dutch and Hindi.

(Mr.) John Baptist Machunda; BORN: Tanganyika; POSITION: Agricultural Field Officer; POSITION UPON RETURN: not indicated; SUBJECT OF U.S. TRAINING: Agricultural Advisory and Training Services; SPEAKS: English.

(Mr.) Abdul R. I. Mahmood; BORN: Iraq; POSITION: not indicated; POSITION UPON RETURN: not indicated; SUBJECT OF U.S. TRAINING: Dairy Industries; SPEAKS: English.

(Mr.) Mohammed Salem Masody; BORN: Afghanistan; POSITION: Counterpart, Institute of Education; POSITION UPON RETURN: not indicated; SUBJECT OF U.S. TRAINING: Institute of Education; SPEAKS: Pashto and Persian.

(Mr.) Mohamed M'Douar; BORN: Morocco; POSITION: Supervisor; POSITION UPON RETURN: added duties; SUBJECT OF U.S. TRAINING: Government Wide O & M Supply Management; SPEAKS: not indicated.

(Mr.) Ryoza Mizuno; BORN: Japan; POSITION: Professor; POSITION UPON RETURN: same; SUBJECT OF U.S. TRAINING: Consumer Standards Study; SPEAKS: not indicated.

(Mr.) Joseph Karbbar Levee Moulton; BORN: Liberia; POSITION: Instrument Man; POSITION UPON RETURN: Civil Engineer; SUBJECT OF U. S. TRAINING: Highways Project; SPEAKS: English and Gola.

(Mr.) Achmad Munir; BORN: Indonesia; POSITION: Assistant to the Faculty of Education; POSITION UPON RETURN: Same; SUBJECT OF U.S. TRAINING: Development of University Level Staff; SPEAKS: English.

(Mr.) Faisal Nwairan; BORN: Jordan; POSITION: Accountant; POSITION UPON RETURN: Improve the accounting organization and systems in this newly established company; SUBJECT OF U.S. TRAINING: Industrial & Business Services; SPEAKS: not indicated.

(Mr.) Radisa Pajkic; BORN: Yugoslavia; POSITION: Officer in charge for the import of goods; POSITION UPON RETURN: Institute for Trade Promotion of NR Serbia; SUBJECT OF U.S. TRAINING: Marketing & Distribution Research Techniques; SPEAKS: English.

(Mr.) T. Ossereh; BORN: Iran; POSITION: Off-Shore Purchase Manager; POSITION UPON RETURN: additional duties; SUBJECT OF U.S. TRAINING: Public Administration; SPEAKS: not indicated.

(Mr.) Abdul Razaq; BORN: Afghanistan; POSITION: Instructor of English; POSITION UPON RETURN: Supervisor of English Teachers; SUBJECT OF U.S. TRAINING: Institute of Education; SPEAKS: English.

(Mr.) H. Rezapour-Towfigh; BORN: Iran; POSITION: Administrative Assistant of Training Section; POSITION UPON RETURN: not known; SUBJECT OF U.S. TRAINING: Public Administration; SPEAKS: not indicated.

(Capt.) Panom Riddhiluan; BORN: Thailand; POSITION: Executive Officer, Detective Training School; POSITION UPON RETURN: Staff instructor, teaching new methods of training; SUBJECT OF U.S. TRAINING: Civil Police Administration; SPEAKS: Thai.

(Dr.) Sabdoadi; BORN: Indonesia; POSITION: Assistant at the Public Health Department Medical Faculty; POSITION UPON RETURN: same; SUBJECT OF U.S. TRAINING: Public Health; SPEAKS: not indicated.

(Mr.) Hernando M. Sanchez; BORN: Philippines; POSITION: Statistician III; POSITION UPON RETURN: not indicated; SUBJECT OF U.S. TRAINING: Agricultural Economics; SPEAKS: English and Tagalog.

(Mr.) Abdullah Sani; BORN: Indonesia; POSITION: Teacher; POSITION UPON RETURN: not indicated; SUBJECT OF U.S. TRAINING: Vocational Education Teacher Training; SPEAKS: not indicated.

(Mr.) R. Achmad Sanoesi; BORN: Indonesia; POSITION: Auditor; POSITION UPON RETURN: same; SUBJECT OF U.S. TRAINING: Pub. Adm. Mgt. Training; SPEAKS: not indicated.

(Mr.) Srecko Satalic; BORN: Yugoslavia; POSITION: Manager of Department; POSITION UPON RETURN: not indicated; SUBJECT OF U.S. TRAINING: Marketing and Distribution; SPEAKS: English.

(Mr.) Manohar Selot; BORN: India; POSITION: Demonstrator; POSITION UPON RETURN: same; SUBJECT OF U.S. TRAINING: Teacher Training in Engineering Education; SPEAKS: English, Hindi, Gujrati.

(Mr.) Shamsuddin; Afghanistan; no further information received.

(Mr.) Ko Ko Si; BORN: Burma; POSITION: District Superintendent of Police; POSITION UPON RETURN: not indicated; SUBJECT OF U.S. TRAINING: Police Equipment Program; SPEAKS: English, Burmese, Hindustani.

(Mr.) Alfred Dean Simpson; BORN: Jamaica; POSITION: Literacy Officer; POSITION UPON RETURN: not indicated; SUBJECT OF U.S. TRAINING: Education - Literacy Program; SPEAKS: not indicated.

(Mr.) R. Soeparman; BORN: Indonesia; POSITION: Auditor; POSITION UPON RETURN: same; SUBJECT OF U.S. TRAINING: Auditing; SPEAKS: not indicated.

(Mr.) R. Soetopo; BORN: Indonesia; POSITION: Trade Specialist; POSITION UPON RETURN: not indicated; SUBJECT OF U.S. TRAINING: Foreign Trade Administration; SPEAKS: English.

(Miss) Lamarr S. Z. Tomlin; BORN: Iraq; POSITION: Assistant Nutritionist; POSITION UPON RETURN: Responsible for conducting dietary surveys; SUBJECT OF U. S. TRAINING: Health and Sanitation, Nutrition; SPEAKS: not indicated.

(Mrs.) Paradee Sukanusas; BORN: Thailand; POSITION: Architect in the Highway Department; POSITION UPON RETURN: not indicated; SUBJECT OF U.S. TRAINING: Highway Department Operations; SPEAKS: not indicated.

(Miss) Pimolari Sundarapalin; BORN: Thailand; POSITION: Cost Accountant; POSITION UPON RETURN: added duties; SUBJECT OF U.S. TRAINING: Electric Utility Accounting; SPEAKS: not indicated.

(Mr.) Mulia Mubin Tempubolon; BORN: Indonesia; POSITION: Social Educator; POSITION UPON RETURN: not indicated; SUBJECT OF U.S. TRAINING: Social Welfare Administration; SPEAKS: not indicated.

(Dr.) Tran Ngoc Tieng; BORN: Viet Nam; POSITION: Deputy Lecturer; POSITION UPON RETURN: added duties; SUBJECT OF U.S. TRAINING: Public Health; SPEAKS: English and French.

(Mrs.) Tran Ngoc Tieng; BORN: Vietnam; POSITION: Assistant Professor; POSITION UPON RETURN: Research; SUBJECT OF U.S. TRAINING: Teacher Training and Teacher Education; SPEAKS: English and French.

(Mr.) Sezai Toksoy; BORN: Turkey; POSITION: O & M Examiner; POSITION UPON RETURN: added duties; SUBJECT OF U.S. TRAINING: Public Admin. Services; SPEAKS: not indicated.

(Mr.) Hector G. Torres; BORN: Chile; POSITION: Director; POSITION UPON RETURN: same; SUBJECT OF U.S. TRAINING: Metallography; SPEAKS: not indicated.

(Mr.) Valentin Trilar; BORN: Yugoslavia; POSITION: Teacher; POSITION UPON RETURN: same; SUBJECT OF U.S. TRAINING: Staff Training; SPEAKS: English and German.

(Mr.) Marcelino C. Valestra; BORN: Philippines; POSITION: Radio Technician; POSITION UPON RETURN: Chief of Section of Service; SUBJECT OF U.S. TRAINING: Police Improvement; SPEAKS: not indicated.

(Mr.) Rammaraien Oedayrajsingh Varma; BORN: Surinam; POSITION: Head Central Information Service; POSITION UPON RETURN: same; SUBJECT OF U.S. TRAINING: Industry and Mining; SPEAKS: Hindi and Dutch.

(Mr.) Stane Vesel; BORN: Yugoslavia; POSITION: Head of Department of General Affairs; POSITION UPON RETURN: same; SUBJECT OF U.S. TRAINING: Supply Management and Administration; SPEAKS: English.

(Mr.) Tran Cao Vinh; BORN: Viet Nam; SPEAKS: English; no further information received.

(Dr.) Antonio Rudolf Van Weissenbruch; BORN: Surinam; POSITION: Physician in Public Health Department; POSITION UPON RETURN: Chief Public Health Nutrition Section; SUBJECT OF U.S. TRAINING: Health; SPEAKS: not indicated.

(Mr.) George E. F. Wezel; BORN: Surinam; POSITION: Chief Police Officer; POSITION UPON RETURN: Detective Section; SUBJECT OF U.S. TRAINING: Industry and Mining; SPEAKS: not indicated.

(Dr.) Poerwoko Wiropoespito; BORN: Indonesia; POSITION: Medical Officer; POSITION UPON RETURN: added duties; SUBJECT OF U.S. TRAINING: Public Health Administration; SPEAKS: not indicated.

(Mr.) Chung Chi Yu; BORN: China; POSITION: Director, Position Classification Department; POSITION UPON RETURN: same; SUBJECT OF U.S. TRAINING: Improvement of Public Administration; SPEAKS: not indicated.

(Mr.) Mohamed Zerhouni; BORN: Morocco; POSITION: Accountant; POSITION UPON RETURN: Supervisor of Supply Services; SUBJECT OF U.S. TRAINING: Supply Management; SPEAKS: not indicated.

(Miss) Guennet Zerihun; BORN: Ethiopia; POSITION: Teacher; POSITION UPON RETURN: Teacher Training; SUBJECT OF U.S. TRAINING: Teacher Education; SPEAKS: French.

N.B.

From 1963-1965, I was
serving in Okinawa

1967

BRIEF BIOGRAPHICAL DATA ON STAFF

Seminar on Communication No. 257

June 11-17

1967

H. Stuart Hawkins, Resident Coordinator, MSU/AID Communication Seminars

Born in Mt. Gambier, South Australia, Mr. Hawkins received his Honors degree in Agricultural Science from the University of Adelaide in 1957 and his M.A. in Communication from Michigan State University in 1965.

From 1958 to 1960 he conducted pasture research on the Bovril Estates in Argentina. On his return to Australia he joined the Commonwealth Scientific & Industrial Research Organization in Melbourne as a scientific liaison officer. His duties included the interpretation of agricultural and fisheries research results, their diffusion to extension workers and fishermen, and the organization of national scientific conferences. In addition he instituted a series of lectures in communication theory for graduate students in agricultural extension at the University of Melbourne.

Richard W. Budd, Director Mass Communication Research Bureau, School of Journalism, University

Dr. Budd, who was born in Henderson, Maryland, received his B.S. Degree from Bowling Green State University (Ohio), his M.A. in Journalism from the University of Iowa and his Ph.D. in Mass Communication from the University of Iowa in 1964.

The author of Introduction to Content Analysis, Dr. Budd has also written PDQ articles which include "Analysis of U.S. News in Foreign Press." His experiences range from reporting for the Bowling Green Sentinel-Tribune to his present position with the University of Iowa. During this time, he was a Staff Writer for the Dayton Daily News, a Research Assistant, Assistant to the Director and later Director of Mass Communications Research Bureau, University of Iowa.

Dr. Budd is a member of Sigma Delta Chi, Kappa Tau Alpha, Kappa Alpha Mu, Association for Education in Journalism, and the American Association for Public Opinion Research. His special fields of interest include communication theory and methodology.

William D'Antonio, Associate Professor, Department of Sociology, University of Notre Dame

Originally from New Haven, Connecticut, Dr. D'Antonio received his Bachelor's Degree in Latin American Affairs from Yale University,

his Master's Degree in Hispanic Studies from the University of Wisconsin, and his Ph.D. in Sociology and Anthropology from Michigan State University.

Before assuming his present position, Dr. D'Antonio was an instructor in Social Science and Sociology at Michigan State University. His research and teaching at Notre Dame center around political sociology, stratification, the family and the community. A frequent contributor to professional journals, he is a member of the American Sociological Association, the Society for the Study of Social Problems and AAUP.

* * * * *

Robert Engbretson, Assistant Professor, Division of Education, Southern Illinois University

Dr. Engbretson, who was born in Milwaukee, Wisconsin, received both his B.S. and his M.A. from Western Michigan University. His Ph.D. was earned in the field of communication at Michigan State University.

The author of Your Community--A Resource Guide for Elementary Social Studies, Dr. Engbretson has also written two research reports for the Department of Defense concerning the changes in belief patterns toward nuclear attack and the need for civil defense. In addition to his research activities, he has had extensive experience in teaching and administration of public education. Formerly he has served as resident coordinator and associate director of the AID Seminars on Communication. Presently he is associated with the Division of Education at Southern Illinois University.

Dr. Engbretson is a member of the American Educational Research Association, the American Association for Public Opinion Research, and the Association for Supervision and Curriculum Development. His special fields of interest include communication and education, and interpersonal communication.

* * * * *

Walter H. Friedhoff, Professor of Psychology, Illinois State University

Originally from South Dakota, Dr. Friedhoff received both his A.B. degree and his M.S. degree from the University of South Dakota, the former in zoology and the latter in psychology. From there he traveled to the University of Iowa where he received the Ph.D. in educational psychology.

His many years of university experience include being the Assistant Dean of Students at the University of South Dakota and Associate Professor of Psychology at Eastern Illinois University. Having been associated with Illinois State University since 1958, Dr. Friedhoff's teaching and research center around learning, educational measurement, and counseling. His professional associations include the American Psychological Association, the Midwestern Psychological Association, the Illinois Psychological Association, the American Education Research Association, and the National Council on Measurements in Education.

* * * * *

Harold O. Haskitt, Jr., Head, Speech Section, General Motors Institute,
Flint, Michigan

A native Michigander, Mr. Haskitt earned both his degrees within the State of Michigan. He received his bachelor's degree in speech from Western Michigan University and his master's degree, also in speech, from the University of Michigan.

Mr. Haskitt, who is especially interested in business and industrial speaking, has been teaching speech at GMI since 1947 and has been the Head of the Speech Section for the past thirteen years. His professional associations include the Speech Association of America; the Central States Speech Association; the Michigan Speech Association, the National Society for the Study of Communication, and the American Society for Engineering Education.

* * * * *

Iwao Ishino, Associate Professor of Sociology and Anthropology, Michigan State University

Born in San Diego, California, Dr. Ishino received the Ph.D. in Social Anthropology in 1954 from Harvard University. His previous experience includes Office of War Information, Public Opinion and Sociological Research Division, Allied Occupation of Japan, Department of Sociology and Anthropology, Ohio State University, Fulbright Lecturer, University of Tokyo.

Dr. Ishino is a member of the American Anthropological Association, American Association for the Advancement of Science and American Sociological Association. His special field of interest is culture change. He has been engaged in an analysis of social change data collected in 13 Japanese villages during 1958-59. One aspect of the study has to do with the examination of the diffusion of farm technology.

* * * * *

Kennon H. Shank, Professor of Speech and Education, Director of Speech and Hearing Clinics, Indiana University

Dr. Shank received the A.B. Degree in Speech from Simpson College. He earned both his M.A. and Ph.D. Degrees in Speech Pathology from the University of Denver.

Before coming to Indiana University, Dr. Shank served with the Air Force for four years. He was formerly an instructor at Simpson College, an assistant professor at Texas Woman's University and a professor of speech at the University of Oklahoma.

Dr. Shank is a member of the American Speech and Hearing Association, the Indiana Speech and Hearing Association, Pi Kappa Delta, Alpha Psi Omega, Psi Chi, and Epsilon Sigma. His special fields of interest include speech pathology and communication process.

* * * * *

Cedric C. Clark, Department of Communication, Michigan State University.

Cedric Clark, born in Trenton, New Jersey, received his B.A. in English and Psychology from Trenton State College in New Jersey in 1962. He received his M.A. in Communication from Michigan State University in 1966 where he is presently a Ph.D. candidate. Mr. Clark is a former Peace Corps Volunteer, having served in Nigeria from 1962-1964.

He is currently involved in research concerning the effects of discrepant communication and in problems of communication in non-Western societies.

Mr. Clark is married to the former Carolyn Martin, a Ph.D. candidate in anthropology.

* * * * *

Daniel E. Costello, Department of Communication, Michigan State University

Born in Dayton, Ohio, Mr. Costello received his B.S. in Commerce and Administration and M.A. in Journalism from The Ohio State University. While studying for his M.A. in Journalism, he worked as Business Manager of the Ohio State Daily Lantern.

For the past three years, Mr. Costello has been doing research on the possible influence of the mass media. At present, he is studying the effects of constructing messages with various combinations of message elements on the everyday decision-making and comprehension of people in mass media audiences. Mr. Costello is a member of Alpha Delta Sigma professional advertising fraternity and the Association for Education in Journalism.

REGISTRATION FOR THE MSU SEMINAR ON
COMMUNICATION OF SKILLS AND IDEAS FOR

#263 AUGUST 6 - 12, 1967

No.	Participants	PIO/P US Training	Country	Program Dev. Officer
1.	Mohammed Ali FAIQ Act. Dir Ec. Analysis	50117 Dev. Economics	Afghanistan	LMogannam
2.	Napoleon LOPEZ Chief Auditor	60093 International Management	Bolivia	Confer
3.	Eduardo CIFUENTES Agronomist	60072 Economics	Chile	Brothers
4.	Oscar H. FLORES Seed Production Asst.	70071 Seed Technology	Honduras	Jones
5.	Tesfay BRHANE Teacher	51071 Labor & Ind. Relations	Ethiopia	Capece
6.	* Ruth KHUSHMAN Nurse Tutor	60252 Nursing	India	Darden
7.	P. D. SINGH Seed Testing Off.	60197 Seed Organizations	India	Jones
8.	B. N. SINGH Dept. Dir./Agr.	" "	"	"
9.	M. M. JAIN Dept. Dir./Agr.	" "	"	"
10.	Abdel L. S. ARABIAT Supervisor/Agr. Ed.	60046 Agriculture Education	Jordan	Bouldin
11.	Hani Y. BARAKAT Asst. Adm. Officer	70045 Management Analysis	Jordan	McCall
12.	Samuel STEWART Teacher	60116 Vocational Education	Liberia	Ahrens

13.	Farhi A. OBAID Chief Auditor	70045 Management Analysis	Jordan	McCall
14.	BAE Suk Koo Asst. Chief/Ag.Sec.	60163 Market Administration	Korea	Mateyka
15.	Amos CHEA Teacher	AID/Afr-343 Secondary Ed.	Liberia	Najjum
16.	Ridley KALIATI Asst.Airport Commandant	60010 Airport Administration	Malawi	Pickens
17.	Narendra B. KATWAL Admin. Asst.	60097 Elementary School Adm.	Nepal	Stockard
18.	Krishna P. PANT Ed. Officer	60098 School Administration	"	"
19.	Durga B. PRADHAN Electronics Instructor	60078 Vocational Schools	Nepal	Little
20.	Harihar PRASAD Headmaster	60077 Educational Administration	Nepal	Stockard
21.	Lokendra RAYAMAJHI Lecturer	60096 Science Ed.	"	"
22.	Satya Man SHRESTHA Districtal Engineer	60086 Engineering	Nepal	Woods
24.	Krishna D. TAMRAKAR Section Officer	60079 Educational Administration	"	"
25.	Daniel O. EBOH Estate Asst.on Plantation	60489 Agriculture/Horticulture	Nigeria	Jones
26.	Choudhury W. RAHMAN Analyst	60562 Work Simplification	Pakistan	Najjum
27.	Anwarul HOQUE Analyst	60562 Space Utilization	"	"
28.	Sbul K.A. HAI Analyst	60562 Organization & Management	"	"
29.	Md. N. KHWAJA Analyst	60562 Records Management	"	"

30.	Mohammad RAMZAN Public Adm.	60461 Pub. Ad. Organization & Management	Pakistan	Werner
31.	Shafique QURESHI Public Adm.	"	"	"
32.	Mohammad MAJID Public Adm.	"	"	"
33.	Iqbal MOGHAL Public Adm.	"	"	"
34.	Syed TAB ALI Public Adm.	"	"	"
35.	Ata Ullah KHAN Public Adm.	"	"	"
36.	Tofailuddin AHMED Public Adm.	"	"	"
37.	Mohammad M. ALI Public Adm.	"	"	"
38.	Abu SHAHJAHAN Public Adm.	"	"	"
39.				
40.				
41.				
42.	Carlos V. HERRERA Specialist/Seeds	70019 Seed Technology	Peru	Najjum
43.	Jose PAREDES Supervisor/Extension	AID/1a-1776 Plant Physiology	"	"
44.	Alberto SEOANE Livestock Specialist	AID/1a-1776 Animal Science	"	"

45.	*	Dorcas M. JOHNSON Asst. Teacher	60038 Education for the Deaf	Sierra Leone	Buckley
46.		Saidu A. KAMARA Headteacher	60037 Psychology/Early Childhood	"	O'Brien
47.		Sheikh I. SESAY Vice Principal	60049 Education	"	Neale
48.	*	Henrietta SMITH Asst. Teacher	60038 Education for the Deaf	"	Buckley
49.		Sookchit MEEGANGWAL Land Dev. Official	50093 Agricultural Engineering	Thailand	McCorvey
50.		Somchai POONAKASEM Budget Analyst	50151 Public Adm.	"	Goodrick
51.		Yarnvaree SUPHAVICH Electric Tech.	60762 Electrical Maintenance	"	rickens
52.		YINGSAK Chiemchaisri Health Officer	60751 Public health programming	"	Swinney
53.		Gul Nese EREL Asst. Dir./Research	60222 Labor & Price Statistics	Turkey	Barry
54.		Fuat AKGUN Chief/Engineer	60105 Farm Irrigation & Conservation	"	McCorvey
55.		Sukru KALELI Irrigation Engineer	60105 "	"	"
56.		Abdurrezzak DOGUC Agr. Engineer	60101 Irrigation Practices	"	"
57.		Akay GUVEN Irrigation Engineer	" "	"	"
58.		Somer SARIKATIPOGLU Drawing Engineer	" "	"	"
59.		Yalcin SOYER Chief Engineer	" "	"	"
60.		Temel Y. BARUTCU Chief Engineer	" "	"	"
61.		Aytekin BILGIN Engineer	" "	"	"

Division of labor

spear-making
hunter

How many spears
for one animal?

↓
(exchange)
economics

Land →

your side + my side

→ Politics -

my rights - duties

his right - duties

Time left over for
art.

art expresses
right ways for
doing things.

Formalize the
rules → LAW

	Recep AKAN Regional Forester	70080 Forest Resource Development and Management	Turkey	Fulcher
63.	Fahrettin ALPERTEN Regional Forester	"	"	"
64.	Burhanettin ALTUNISLER Asst. Chief	"	"	"
65.	Yavuz AYFAC Chief/Forest Ownership	"	"	"
66.	Osman N. CAKIR Asst. Chief/Forest Ownership	"	"	"
67.	Cemal DOLAY Regional Forester	"	"	"
68.	Tevfik ERALP Asst. Regional Forester	"	"	"
69.	Ekrem ERDEM Asst. Regional Forestry	"	"	"
70.	Omer L. ORNEKOL Asst. Chief/Statistics	"	"	"
71.	Mehmet YALCINER Forest Inspector	"	"	"

(Mr. & Mrs. George F. Christensen - Technical Leader
Mr. Onal Sarac and Mr. Kemal Melek - Interpreters)

72.	Joseph K. KAFERO Veterinary Asst.	70011 Swine Husbandry	Uganda	Ruggles
73.	John H. KIRUNDA Banker	70033 System Programs-Banks	"	TMogannam
74.	Cung dinh THANH Asst. Lecturer	70243 Management Analysis	Vietnam	McCall
75.	Shadrick CHEMBE Trainee Manager	70002 Management Meat Industry	Zambia	Ruggles

(B)

The concept of
Change =

(→) the string
& bucket
notion.

Which drop breaks
the string?

= there is not only
single one.

= The cumulative
effect of all the
drops.

Discussion

1. immediate cause
- vs. remote cause.

Do you want to
break the rope.

= will your idea
be the "drop" that
breaks the string?

How put in your
500th drop, can you
take it out?

= no

How put in your
idea, can you
take it out?

you can't step in
the same stream twice.

Culture

1. What is culture

a. accumulated
knowledge.

b. Power of indiv.
to control nature.

Lang = culture is
shared information

2. newborn human
infant.

= How differ from
other species?

How about the
survival of human
infant?

How long before
he can survive
alone? two days?

How about dependence
upon parents
(cf. with colt, lamb)



1. "Family"
Education
Language
Science

2. "Structural
Differentiation"
in education.

Beliefs,

↓
Religion
| where from
| where here
| where going?

infinity to infinity

76.	Joseph J. AKUE Professor	6666019 Mechanical Eng.	Togo	LMogannam
77.	Martin K. DZAH Student	6666018 Mechanical Engineering	Togo	Swain
73.	* Delica M. CHILENGI Comm. Dev. Asst.	70024 "	Zambia	Southerland
79.	* Elizabeth L. HANG'OMBE Comm. Dev. Asst.	" "	"	"
80.	* Crescentia F. MASIYE Comm. Dev. Asst.	" "	"	"
81.	* Eleanor H. MBALALA Comm. Dev. Asst.	" "	"	"
82.	* Harriet MWILA Comm. Dev. Asst.	" "	"	"
83.	* Grace NYAMBE Comm. Dev. Asst.	" "	"	"
84.	* Josephine K. MULIFE Comm. Dev. Asst.	60026 "	"	"
85.	* Elizabeth MULOMBA Comm. Dev. Asst.	" "	"	"

(Mrs. Marie Helmboldt - Technical leader)

The concept of process

1. To teach the concept, Larry displays different kinds of bread + wheat products.

2. Flour becomes a major item.
Can we convert the bread back to flour?

3. When did the bread-making "process" begin? When wheat was harvested? When ground was prepared for planting? ~~when~~
What happens to bread after it is eaten?
When it re-appears as part of a sewerage.

4. The process is "open-ended" in both directions.

- so we ~~to~~ draw some arbitrary points in the total process.

[a good systems approach, by the way]

What is the most important?

1. wheat - can bread be made with wheat alone? (That is ~~with~~ without water, salt, yeast, shortening)
- Conclusion: all elements are important.

2. In the communication process, what is most important?

3. What if you change any element or in the sequence

of elements in the communication process.

~~summary~~
process involves
"open-ended"ness
"interplay of elements"

= all elements in the products are important.

= ~~any~~ change in one element affects the final product.

[Use the bread concept for talking about culture]

BRIEF BIOLOGICAL DATA ON STAFF

Seminar on Communication No. 259
July 2-8, 1967

Lawrence E. Sarbaugh, Chairman, MSU/AID Communication Seminars

Born in Dresden, Ohio, Dr. Sarbaugh received the B.S. in Agricultural Education from Ohio State University, and the M.S. in Journalism and Communication from the University of Illinois and the Ph.D. from Michigan State University. He has taught vocational agriculture, agricultural journalism and communication studies. In addition to his work as a county agent and assistant extension editor, Dr. Sarbaugh has been a Publications Research Specialist for the U. S. Department of Agriculture in Washington, D.C.

Dr. Sarbaugh is a member of Phi Eta Sigma; Gamma Sigma Delta; the Association for Education in Journalism; National Society for Study of Communication; the American Sociological Association; the Industrial Relations Research Association; and the American Association for Agricultural College Editors, having served as chairman of its Research Committee.

* * * *

H. Stuart Hawkins, Resident Coordinator, MSU/AID Communication Seminars

Born in Mt. Gambier, South Australia, Mr. Hawkins received his Honors degree in Agricultural Science from the University of Adelaide in 1957 and his M.A. in Communication from Michigan State University in 1965.

From 1958 to 1960 he conducted pasture research on the Bovril Estates in Argentina. On his return to Australia he joined the Commonwealth Scientific & Industrial Research Organization in Melbourne as a scientific liaison officer. His duties included the interpretation of agricultural and fisheries research results, their diffusion to extension workers and fishermen, and the organization of national scientific conferences. In addition he instituted a series of lectures in communication theory for graduate students in agricultural extension at the University of Melbourne.

* * * *

L. Edgar Crane, Associate Professor and Director, Research Program in Marketing Communication, University of Notre Dame

Born in Hastings, Minnesota, Dr. Crane received his Bachelor's Degree in Journalism from the University of Minnesota, his Master's Degree in Economics from Iowa State University and his Ph.D. in Mass Communications Research from Stanford University.

Before joining the faculty at Notre Dame, Dr. Crane spent several years reporting and copy editing for the Minneapolis Tribune and was assistant editor of the Iowa Farm Economist. He has also had experience in the field of public relations having worked in that capacity for the American Friends Service Committee (Quakers). Dr. Crane has been a member of the faculties of the University of Iowa, Minnesota, North Carolina, and Michigan State.

His teaching and research at Notre Dame center around his special field of interest--household decision-making. Dr. Crane is a member of the American Psychological Association, the American Economic Association, the American Marketing Association, the American Sociological Association, the Association for Education in Journalism, and the American Association for Public Opinion Research.

* * * *

Howard M. Rebach, Michigan State University

Born in New York City, Mr. Rebach received his B.A. in History and his M.A. in Speech at the University of Maryland. Presently he is working toward his doctoral degree in the Communication Department at Michigan State University.

Mr. Rebach has taught speech at the University of Maryland, and Prince George's Community College. His special field of interest is Interpersonal Influence Process. He is a member of the Speech Association of America.

* * * *

William J. Wasmuth, Associate Professor and Extension Teaching Specialist, School of Industrial and Labor Relations, Cornell University, Ithaca, New York

Born in St. Louis, Missouri, Dr. Wasmuth received his B.S. in Aeronautical Engineering from Jefferson College, his M.B.A. from Washington University, and D.B.A. from Indiana University.

His prior experience includes: management consultant; assistant to the President of Freund Baking Company, St. Louis Missouri; and management specialist for Headquarters Air Training Command, Scott A.F.B., Illinois.

Professor Wasmuth has done research in a variety of small business and is the joint author of Effective Hiring in Small Business Organization, and Employee Training in Small Business Organizations. He has completed for publication a manuscript, Dilemmas of Growth: Personnel and Small Business. Dr. Wasmuth is project director of a federally supported research grant (Dept. of HEW) concerned with the organization and administration of sheltered workshops which employ handicapped individuals.

BIOGRAPHICAL DATA ON STAFF

Seminar on Communication No. 288

June 15 to 22, 1968

Gordon L. Thomas, Professor of Communication, Michigan State University.

Born in Kent, England, Dr. Thomas received his B.A. from Albion College in Political Science and English, his M.A. from Michigan State University in Speech, and his Ph.D. from Northwestern University also in Speech. Dr. Thomas is a member of the Speech Association of America, Central States Speech Association of America, and Delta Sigma Rho.

In addition to all his duties on campus, Dr. Thomas finds time to be the Mayor of the City of East Lansing, Michigan. His Honor is especially interested in the history of public speaking, interpersonal communication -- and -- of course -- civic affairs!

David J. Beatty, Research Assistant, Department of Communication, Michigan State University.

Born in Quebec, Canada, Mr. Beatty received his B.A. in philosophy and education in 1965 at the University of Toronto and his M.A. in Communication in 1968 at Michigan State University.

Before coming to Michigan State, Mr. Beatty was a volunteer for UNRWA, Leadership Training Program and an assistant to the World Service Secretary of the National Council of YMCA's of Canada. His special field of interest is cross-cultural communications.

John Coggins, Research Assistant, Michigan State University.

Born in Honolulu, Hawaii, Mr. Coggins, grew up in Manchuria, France and the United States. He received his B.A. in psychology and Anthropology from California State at Sacramento. Recently he worked for two years in a rural Bolivian Aymara Indian Village as a community development worker for the Peace corps.

He is presently a research assistant with the Department of Communication, at Michigan State University. His special interests include cross-cultural communication and international development.

George H. Fathauer, Professor of Sociology and Anthropology, Miami University, Oxford, Ohio.

Originally from Cleveland, Ohio, Dr. Fathauer received his B.A. from Miami University and both his M.A. and Ph.D. from the University of Chicago. In addition to his teaching, he has done considerable field research with the Mohave Indians and other Indians of the Southwest. As indicated by this research, Dr. Fathauer's special fields of interest include American Indians as well as social organization.

A member of Phi Beta Kappa and Sigma Xi, he is a Fellow of the American Anthropological Association and the American Sociological Association. Currently he is teaching a course in "Intercultural Relations" designed to help Americans such as Peace Corps students who are going overseas. Also of interest is his article found in the book, Matrilineal Kinship.

David Schmeling, Administrative Officer, MSU/AID Diffusion Project; Administrative Assistant, Department of Communication, Michigan State University.

One of the newest members of the Department of Communication faculty is Administrative Assistant David Schmeling. In addition to departmental work, he is closely associated with the AID Diffusion Project.

Born in Rockford, Illinois, Mr. Schmeling attended Coe College in Cedar Rapids, Iowa, and Michigan State University before entering the United States Marine Corps in 1958. In 1962, he returned to Michigan State University where he received his B.A. (1964) in television and radio with a minor in sociology. His M.A. in television and radio will be received in 1967 from Michigan State.

Mr. Schmeling has considerable experience in radio broadcasting, having worked at stations in Lansing and Jackson, Michigan,, and Rockford, Illinois. His varying positions have included radio announcer, news director, continuity director and production manager, and promotion director. In addition, Mr. Schmeling has been a production assistant at WMSB television.

Mr. Schmeling is the recipient of the 1964 "Outstanding Student Award" from the Department of Television and Radio, is a certified operator in International Morse Code, and has had past contact with the Far East through over fourteen months of military service.

Alfred E. Wilson, Research assistant, Michigan State University.

Mr. Wilson received his B.A. in Journalism in 1953 from the University of Minnesota. He is presently working on his Ph. D. in Communication at Michigan State. Mr. Wilson was Technical Director and Assistant Manager of the International Research Associates, S. A. de C. V. in Mexico City in 1966 and Technical Director, Marco Surveys Ltd. (East Africa) and Technical Director, Market Research (Nigeria) Ltd. in 1964. He has taught short courses in marketing research and survey research at universities in Mexico and Nigeria.

Mr. Wilson is a member of Sigma Delta Chi, a professional journalism fraternity; the American Marketing Association; and is a founding member and past secretary of the Association Mexicana de Mercadotecnia.

H. Stuart Hawkins, Campus Coordinator, MSU/AID Communication Seminars.

Born in Mt. Gambier, South Australia, Mr. Hawkins received his Honors degree in Agricultural Science from the University of Adelaide in 1957 and his M.A. in Communication from Michigan State University in 1965.

From 1958 to 1960, he conducted pasture research on the Bovril Estates in Argentina. On his return to Australia he joined the Commonwealth Scientific & Industrial Research Organization in Melbourne as a scientific liaison officer. In addition he instituted a series of lectures in communication theory for graduate students in agricultural extension at the University of Melbourne. During 1966-67 he served as Resident Coordinator of the Communication Seminars.

A member of the Australian Institute of Agricultural Science and the National Society for the Study of Communication. Mr. Hawkins is currently completing his doctorate in Communication at Michigan State.

Iwao Ishino, Professor of Anthropology, Michigan State University.

Born in San Diego, California, Dr. Ishino received the Ph.D. in Social Anthropology in 1954 from Harvard University. His previous experience includes Public Opinion and Sociological Research Division, Allied Occupation of Japan; Department of Sociology and Anthropology, Ohio State University; Fulbright Lecturer, University of Tokyo; University of Ryukyus, MSU Group in Okinawa.

Dr. Ishino is a member of the American Anthropological Association, American Association for the Advancement of Science and American Sociological Association. His special field of interest is culture change.

Gordon Whiting, Assistant Professor of Speech, University of Wisconsin.

Born in Provo, Utah, Dr. Whiting received the B.A. in Speech from the University of Minnesota and M.A. in Speech from the University of Utah, and a Ph.D. from Michigan State University. He spent 18 months in Brazil directing research on the diffusion of innovation in rural Minas Gerais. His fields of interest are International Communication and communication theory.

Group 1, Gordon Thomas

Mohammed Emam, Afghanistan *MA Indiana*
 Isabella Mantovani, Brazil
 Miss Irfe Camargo, Brazil
 Tea N. Chheng, Cambodia
 Gebbru Tarke, Ethiopia
 Soemarjono Soedargo, Indonesia
 Nelson J. G. Chilinda, Malawi
 Akhlaque H. Kazi, Pakistan
 Miss Yudnar as Chommit, Thailand
 Miss Suhendan Atasoy, Turkey

Group 2, Iwao Ishino

Mohammed A. Naderi, Afghanistan *Trainer*
 ✓ Dionizio de S. Martins, Brazil *33, Primary Sch. Teacher*
 ✓ Paulo Moraes, Brazil *M.B. - Bus Sch.*
 ✓ Elias M.T. Awa, Cameroon *Mich. State - Soil Science*
 ✓ Hailye Abebe, Ethiopia *SUNY, Sch. Admin. M.A.*
 M. Rafik M. Lahham, Jordan
 ✓ S. A. Adenikinju, Nigeria *Savmy*
 ✓ Muzaffar Ali Qureshi, Pakistan *Aug '66 MS. Mgt. Sci. U.S.C.*
 Miss Ancana Hemindra, Thailand *Midwife & Pub Health*
 Suat Z. Gonen, Turkey
 Priya *Champharatna, Aug '66 - U. Mich. - Budgeting.*

Group 3, Gordon Whiting

Abdul R. Yasir, Afghanistan *Eng. & Educ.*
 Vladimir A. Puggina, Brazil
 Du Thanh Ty, Cambodia
 Solomon I. Bayies, Cameroon
 Zelleke Asfaw, Ethiopia
 Jung Koo Lee, Korea
 Miss Rachel Aladeselu, Nigeria
 Luis O. Montero, Panama
 Mrs. Rampai S. Na-ayuthya, Thailand
 Miss Perihan Korkut, Turkey

Group 4, Stu Hawkins

Lyourgo do R. B. Almeida, Brazil
 Evandro A. dos Santos, Brazil
 Che Yang, Cambodia
 Amanda Carmona Martinez, Chile
 Mudda Jatany, Ethiopia
 Seung P. Chwae, Korea
 Samuel O. Ata, Nigeria
 Yossuck Amnuay, Thailand
 Miss Pien Poonuwan, Thailand
 Kemal Tataroglu, Turkey

Group 5, Al Wilson

Gilberto W. de Almeida, Brazil
 Ruy F. Da Silva, Brazil
 Kong Sam Ul, Cambodia
 Alfonso Curcio, Colombia
 Miss Alemitu Kassa, Ethiopia
 Kwang M. Cho, Korea
 Miss Victoria O. Fabuda, Nigeria
 Miss Amporn Anchalee, Thailand
 Miss Lertprapai Prayong, Thailand
 Mustafa Yerulug, Turkey

Group 6, David Beatty

Leopoldo Carvalho, Brazil
 Enio F. R. de Souza, Brazil
 Mean Savay, Cambodia
 Cesar Ramirez, Colombia
 Meshesha Ketema, Ethiopia
 Chung Duk Kim, Korea
 Riaz U. Ahmad, Pakistan
 Miss Chowadee Apron, Thailand
 Sanaw Puangpinyo, Thailand
 Miss Tran T.T. Minh, Vietnam

Group 7, David Schmeling

Jose d'A. Grus Filho, Brazil
 Eduardo M. Suplicy, Brazil
 Sam Or Deng, Cambodia
 Rafael A. Henriquez, Dom. Republic
 Tadesse Mengesha, Ethiopia
 Yo Kil Yoon, Korea
 Abdus S. Gill, Pakistan
 Wongsearay Ari, Thailand
 Miss Ratana Sankhavanija, Thailand
 Huynh V. Nhieu, Vietnam

Group 8, John Coggins

Aluysio Guimaraes, Brazil
 Emilio Wildberger, Brazil
 Uch Thoeun, Cambodia
 Alberto F. Rubio, Jr., Panama
 Chandra K. Gupta, India
 Jae Kwon Limb, Korea
 Abdul M. Hashmi, Pakistan
 Yukongrak Chadchawan, Thailand
 Smootra Wanapongs, Thailand
 Jose Santana, Brazil

Group 9, George Fathuer

Afranilo S. Loureiro, Brazil
 Miguel A. Vanegas, Nicaragua
 Mao Chamrong, Cambodia
 Miss Martha Morales, Ecuador
 Srinivasan Ramasurthy, India
 Samuel Wornor, Liberia
 A. Z. Nooral Islam, Pakistan
 Kemal Alpan, Turkey

BUILDING A WORLD CULTURE

Thesis:

Building a world culture and building a world community are not the same thing.

- 1) "World Community" means the same language, same religion, same institutions, same technological practices... in short, HOMOGENIZATION.

Building a "world culture" means:

- 1) Learning one's local language as well as another language to communicate with other people.
- 2) Learning general principles of science, but each community must decide how ~~it is to be used~~ the science is to be used or expressed.

= nutritious diet based on science can be expressed in many ways.
~~experiments of cooking~~ (food may be cooked in many ways;
proteins can be obtained from many different sources).

- 3) ~~Various institutions~~
In world culture the aim is to establish common values, but not common institutions.

- = health is a value, but medical practices and hospital arrangements, clinics, etc. may be arranged under a wide variety of institutional arrangements.
- = the elimination of ignorance may be a value, but schools and universities may be arranged ~~under a wide~~ under a wide variety of pattern to express this basic world culture value of "eliminating ignorance."
- = the elimination of poverty also may be a world culture item, but it may be done ~~in~~ under a wide variety of institutional arrangements.
- = the ~~ad~~ espousing of leisure and recreation may be a world culture value, but it may be satisfied in a diverse number of institutional arrangements.

Sunday Evening

"Question for Discussion"

- Problems of change when AID participant goes home

Monday

A.M. = The Brain

A.M. = Miss Blank

→ Do a communication network (sociometry) analysis; also do a PERT

analysis -
~~Rumor Clinic~~

→ Election of participant
Committee representative
~~Rumor Clinic~~

P.M. = S.M.C.R.

(Social Telephone
noise)

~~Walter McLean~~ Mike Girard
→ ~~Rumor Clinic~~

more than words

~~Gordon W.~~ David Schmeling

Burpinkle
(movie)

David Schmeling
Cary Burns

Tuesday

A.M. = Perception + Meaning

P.M. = Interpersonal

{ ~~Mike Girard~~
~~Mike Lewis~~
Role playing
Empathy scale

Al Wilson
John Coggin

"More than
words"

Wednesday

A.M. = Organization Structure + Patterns of communication

P.M. = Group structure - Roles, Norms,

= Night : Forgotten Village

George Dave

Thursday

A.M. Social Action

P.M. Bus Tour

Gordon + Gordon

Friday

A.M. Process of Change

P.M. Return home

Plans for Wednesday

A.M. Ice-breaker - Group Pressure - Film

Concepts of Social Structure - George
Coffee break

Large-scale organizations - David

P.M.

Mr. C + D.

BRIEF BIOGRAPHICAL DATA ON STAFF

Seminar on Communication No. 293

July 21 - 26, 1968

Lawrence E. Sarbaugh, Director, MSU/AID Seminars on Communication

Born in Dresden, Ohio, Dr. Sarbaugh received his B.S. in Agricultural Education from Ohio State University, his M.S. in Journalism and Communication from the University of Illinois, and his Ph.D. in Communication from Michigan State University. He has taught vocational agriculture, agricultural journalism and communication studies. In addition to his work as a county agent and assistant extension editor, Dr. Sarbaugh has been a Publications Research Specialist for the U.S. Department of Agriculture in Washington, D.C.

Dr. Sarbaugh is a member of the National Society for the Study of Communication; and the American Sociological Association.

Daniel E. Costello, Assistant Instructor, Department of Communication, Michigan State University, has just accepted a position as Assistant Professor in Journalism and Communication at the University of Iowa.

Born in Dayton, Ohio, Mr. Costello received his B.S. in Commerce and Administration and his M.A. in Journalism from Ohio State University. While studying for his M.A. in Journalism, he worked as Business Manager of the Ohio State Daily Lantern.

For the past three years, Mr. Costello has been doing research on the possible influence of the mass media. At present, he is studying the effects constructing messages with various combinations of message elements on the everyday decision-making and comprehension of people in mass media audiences.

Mr. Costello is a member of Alpha Delta Sigma professional advertising fraternity and the Association for Education in Journalism.

Alfred E. Wilson, Research Assistant, Michigan State University

Mr. Wilson received his B.A. in Journalism in 1953 from the University of Minnesota. He is presently working on his Ph.D. in Communication at Michigan State. Mr. Wilson was Technical Director and Assistant Manager of the International Research Associates, S. A. de C. V. in Mexico City in 1966 and Technical Director, Marco Surveys Ltd. (East Africa) and Technical Director, Market Research (Nigeria) Ltd. in 1964. He has taught short courses in marketing research and survey research at universities in Mexico and Nigeria.

Mr. Wilson is a member of Sigma Delta Chi, a professional journalism fraternity; the American Marketing Association; and is a founding member and past secretary of the Association Mexicana de Mercadotecnia.

Alfred G. Smith, Associate Professor, Department of Anthropology,
University of Oregon.

Dr. Smith received his B.A. degree from the University of Michigan, his M.A. in philosophy and Ph.D. in anthropology from the University of Wisconsin.

Previous to his position with the University of Oregon, Dr. Smith taught at Emory University for six years. Other job experience includes work as a Pacific Area Specialist for the Department of the Interior, assistant professor at Antioch College and the University of Wisconsin and consultant on cross-cultural communication to FSA and the Georgia Department of Public Health.

Dr. Smith is interested in the way different people exchange different signals, meanings, and effects in different communicational networks. He is active in many professional organizations. He has also published numerous monographs, articles (primarily on Pacific languages and cultures), and reviews. His most recent book, Communication and Culture, is published by Holt, Rinehart and Winston.

~~*****~~

Wayland Cummings, Research Assistant and Instructor, Michigan State University.

Born in Flint, Michigan, Mr. Cummings received his A.B. in Speech and Social Science from Central Michigan University in 1959. He received his M.A. in Speech from Michigan State in 1968. Previously Mr. Cummings has served as an Editorial Staff Writer for the Grand Rapids Press. He has also taught Public Speaking, Persuasion, and Group Discussion at Michigan State University. His special field of interest is Interpersonal Communication.

Mr. Cummings is a member of Pi Kappa Delta, Forensic Society; Alpha Kappa Sigma, Honor Society; and Sigma Delta Chi, Professional Journalism Society.

~~*****~~

Small group Discussion

Outline for ICA Training Program

INTERPERSONAL COMMUNICATION SEQUENCE

(Halbert E. Gulley)

#8
1968.2

During the two hour period from 1:00 to 3:00 on Wednesday, the instructor's objective will be to give participants additional insights into the processes involved in interpersonal communication. The method will consist primarily of lecture, made more palatable by visual aids, with some feedback from participants whenever it is possible to call for brief discussion of specific questions.

By interpersonal communication, we mean spontaneous interchange of talk between two persons or among a few persons in a small group, where the communicator may be interrupted, become a listener, and then resume his communication, and so on and on. Thus, an interview calls for interpersonal communication; so does an extended explanation to a board of directors or a committee, where the explainer may be interrupted for questions or comments. Obviously, a small-group discussion involves interpersonal communication.

The distinction between interpersonal communication and platform public address is a difference of degree: platform public address tends to be more formal; messages are longer and more complex; the listener is more passive and perhaps more on guard against being influenced; the speaker's delivery tends to be a more important variable in explaining audience response; and so on. Because of the opportunity for spontaneous interchange and interruption, interpersonal communication is more likely to be influenced by the interrelationships of the

persons present -- their liking for each other, their power positions, their attitudinal positions, etc.; the message is altered--i.e., what the communicator says is changed more radically by feedback from the others--the communicator is not nearly so likely to say exactly what he had planned to say when he arrived; and so on.

It is probably unwise for the instructor to discuss with the class this distinction between interpersonal communication and platform public address. The difference is technical. These ICA participants are being introduced to the basic elements of communication rather than to advanced technicalities. The distinction is spelled out here for the benefit of the instructor, in order to make clearer what he will be teaching in this session.

I. When the individual is a communicator, most of the elements of the general communication process are vital

A. The listener(s) must be taken into account; what the speaker says and does must be adapted to:

1. What listener(s) know and feel about the subject being discussed
2. What listener(s) know and feel about communicator
3. What listener(s) know and feel about the situation in which the communication is taking place
4. And so on

B. The speaker as a source of communication will be a variable influencing response; the speaker must be aware of his credibility in the eyes of the listener(s); person(s) hearing him will ask themselves whether the speaker is:

refer to the
oral session
on Tuesday at 9
on communication
process

This first unit
(I) should be
reviewed swiftly
since it is
repetition;
instructor should
make adaptations
wherever poss-
ible to inter-
personal comm-
unication
specifically.

1. competent generally
2. competent to speak on this subject
3. trustworthy
4. biased
5. and so on

C. The speaker's message will be a variable influencing response; hearer(s) will be influenced by:

1. The quality of content
2. The clarity and effectiveness of its organization
3. The nature of the language choices

D. The speaker's presentation will be a variable influencing response; hearer(s) will be influenced by:

1. Appearance → clothing
2. Voice usage → because of status language
3. Bodily action, gestures, facial expression
4. Directness, sincerity
5. Genuineness as a listener (i.e., genuineness of the speaker's listening when they talk

II. To be an effective communicator in the interpersonal communication situation, the individual must pay particular attention to some vital requirements

- A. He must study carefully the subject to be talked about, so that he is thoroughly prepared to speak
- B. He must develop speaking skills
 1. He must have the ability to speak so that he will be understood; the language he uses must be clear and precise; his voice usage, gestures, and facial expressions must contribute to rather than distract from the communication

What content
Can he talk about
(2) Traditional
(4) Political
(1) Technical

→ Culturally relevant
→ Look directly in the eyes

See suggested Visual #1

→ Some cultures require indirectness "face problem"

of his meaning.

2. He must speak in such a way that he will not be misinterpreted; he must not suggest unintended connotations by unfortunate word choices; his voice usage and bodily action must be consistent with the words he uses and the meanings he is trying to communicate.

*Solved only by
putting in a lot
redundancy.*

3. He must have the ability to express complex ideas clearly and efficiently; to rephrase ideas which are unclear; to summarize briefly a complex concept.

C. He must develop some special abilities, such as:

1. The ability to be objective; i.e., to consider the merit of ideas apart from his biases and his special interests, and the ideas of others apart from his feelings toward the other persons who express those ideas
2. The ability to be tactful; i.e., to disagree with others without condemning them; to improve on an idea without antagonizing the idea's author; to say "no" without making an enemy.

*Sometimes
Contradictory*

III. Spontaneous interaction in the interpersonal communication situation increases the importance of some other variables; the communicator must understand:

A. The nature of the situation

1. The purpose of meeting together
2. Relationship of the subject for discussion to the participants
 - a. In terms of their involvement in the subject; and
 - b. In terms of the amount of information they have on the subject
3. The possible objectives desired as outcomes of the communication situation
 - a. The most likely objective is to reach a high quality decision

See suggested
Visual #2

(or if the discussion is for enlightenment rather than problem-solving, then the product is understanding rather than decision)

- b. An objective usually desired is to win commitment to the decision; i.e., to have persons satisfied enough with the decision (or if the discussion is for enlightenment, the objective is to achieve satisfaction with the understanding gained)
- c. A third possible objective is to maintain the group as a group; i.e., to achieve sufficient harmony among members to prevent disruption or dissolution of the group

B. The nature of communicative interaction; i.e., the pattern during the discussion of who says what to whom. Each communicator should be aware of:

See source #1

- 1. Which person(s) talks most, which least
- 2. What kinds of messages each person is initiating; whether the statements are:
 - a. Positive reactions, supporting and agreeing with others
 - b. Attempted answers, to give information, clarify
 - c. Questions, to seek information, understanding
 - d. Negative reactions, disagreeing, showing antagonism
- 3. Person(s) to whom communications are being directed

Note that three of the variables which help determine the interaction pattern are discussed next: socio-metric structure power relationships, and group size

C. The influence of sociometric structure; i.e., the extent to which members like each other

See Source #5

- 1. We communicate more easily to person(s) we like and who like us
- 2. We listen more easily to person(s) we like and who like us
- 3. We are more likely to influence person(s) who like us
- 4. We are more likely to be influenced by

person(s) we like

- D. The influence of power relationships; i.e., the influence on others of the power positions held by members of the group. (Power is of two kinds: prestige which results in potentiality to exert influence over others due to positions held -- the boss, the President of the company, etc; and prestige which is earned during interaction with others through being well informed, having ability to clarify complex concepts, demonstrating aptitude for creative and constructive thinking, and so on.)

See source #2

1. Person(s) high in power communicate more than do lows.
2. Person(s) high in power make more influence attempts than do lows
3. Person(s) high in power are more likely to be successful in influencing others than are lows

- E. The influence of the size of the group; i.e., the number of persons present and talking together

See source #3

1. The fewer the communicators, the more opportunities each has to talk
2. The fewer the communicators, the more influence each has on the outcome
3. The fewer the communicators, the more satisfied each will be with the outcome

IV. In addition to all these matters, on some occasions the communicator will be the designated leader of a small-group discussion, such as a committee or conference. In such an interpersonal communication situation, the communicator should be aware of some special problems.

- A. The designated leader should guide the group from question to decision by following a systematic pattern, or outline
1. One such pattern begins with a definition of the problem, proceeds to analyze the nature of the situation,

See source #4

moves to a discussion of the criteria by which any solution must be evaluated, and finally considers what policy should be agreed upon to solve the problem.

See Visual #3

2. A simpler pattern is to ask: (a) what is the problem facing us?
(b) What should we do about it?
3. The type of pattern the leader follows is not so important as the fact that he follow systematically some kind of pattern
4. The pattern should be only a general guide which helps the group move in the right direction--toward consensus on a decision--but it should not be a rigid strait jacket which the leader insists upon with a dictatorial hand.

See Visual #4

B. The designated leader should encourage participation by everyone, if this is possible

See Source #6

1. The quality of the outcome will be improved if everyone contributes to it, if we assume that group effort is more productive than individual effort
2. Each person may have some unique pieces of information to contribute for the enlightenment of all
3. Additional participation stimulates other persons and the speaker himself to think of ideas which would not have been thought of without such stimulation
4. Encouraging wide participation will help bring to light each person's real feelings, hidden purposes, and latent hostilities; bringing them into the open will help to resolve the disagreements they harbor
5. Persons who contribute to the decision through talk will more likely be committed to that decision, and hence help to put it into effect
6. Wide participation will help to maintain the group as a group, since increased interaction seems to increase cohesiveness.

PRACTICE AND APPLICATION

In the period from 3:15 to 5:00 on Wednesday, participants in small groups will practice making applications of the theory just presented, in order to get student involvement.

It might be desirable to divide the available time between two activities:

1. Ask participants to discuss the applications to their home situations of what they have just heard. What, if any, portions of this theory will be inapplicable? For example, are there small-group meetings in which members assemble to be told something, without opportunity for interaction and wide participation? In what ways will this theory of interpersonal communications be most helpful?
2. Then the easiest activity to utilize, in order to demonstrate some of the principles discussed, is one in which the relationship among group size, wide participation, and reaction to and satisfaction with the discussion are demonstrated. Give the group a simple problem for discussion. Note the communication pattern. Then sub-divide the group into buzz groups of three or four persons. Assign sub-groups a limited aspect of the problem. Keep track of the interaction. Then go back into general session and discuss what happened. Ask if there was more communication in the sub-groups, more satisfaction with the discussion.

9

SOURCES

1. Bales, R. F., Interaction Process Analysis, Cambridge: Addison-Wesley, 1951; Roger W. Heyns and Ronald Lippitt, "Systematic Observational Techniques," in Handbook of Social Psychology, Cambridge: Addison-Wesley, 1954 (Gardner Lindzey, editor).
2. Cartwright, Dorwin, and Alvin Zander, Group Dynamics: Research and Theory, Evanston: Row, Peterson and Company, 1953, Chapters 29-32.
3. Ibid., Chapter 34.
4. Dewey, John, How We Think, Revised Edition, New York: D. C. Heath and Co., 1933, pp. 102-118.
5. Lindzey, Gardner and Edgar F. Borgatta, "Sociometric Measurement," in Handbook of Social Psychology, op. cit., pp. 405-48.
6. Cartwright and Zander, op. cit., Chapters 7, 8, 15.

SUGGESTED VISUALS

1. Suggest using flannelgraph and putting these key concepts up one at a time; or use large sheet of paper on flip-over stand with words printed in large letters (preferable to cover up words not yet introduced until mentioned by instructor):

PREPARE THOROUGHLY

SPEAK SKILLFULLY

BE OBJECTIVE

BE TACTFUL

2. Same as (1) above, for these words:

Objectives:

HIGH QUALITY DECISION

COMMITMENT

GROUP MAINTENANCE

It would be better if an artist could design a drawing which would pictorialize these three concepts; my artistic talents are too limited to allow me to visualize them in schematic form.

3. Same as (1) above, for steps in pattern:

DEFINE

ANALYZE

ESTABLISH CRITERIA

SOLUTIONS

4. Prepare a drawing resembling a road map; show various routes for reaching destination from a beginning point. Draw a line which is not straight but which moves from beginning point to destination with a minimum of deviation from straight line. This can represent schematically the way in which an outline guides the group in the right general direction without becoming a strait jacket.

THE INDUCTIVE APPROACH

1968

With politics, religion, or women, it is not always our motives, but the approach we take, that makes the difference between success or failure. In teaching, too, it is often not so much the instructor's mastery of the subject matter, but his method of presenting it, that results in the best learning by the student. To be successful, he must employ an approach to the students and to the subject matter which, through a natural and continuing motivation, helps the students to grasp and retain the material presented. In the discourse to follow, we hope to define and develop such an approach. It is not revolutionary or unique, but it is not well understood, and, as a result, not frequently enough used.

Let us consider some examples first.

When you went to high school, your tenth grade English class probably started out something like this:

For the first two weeks you had a review of grammar - nouns, verbs, participles, gerunds, etc. Then you went on to writing themes. You read about and were told about expository themes, narratives, descriptions, character studies and the like. Then, after you had been given the general principles of how to do it, you were asked to write on such topics as -

"How to Throw a Curve" - "What I Did Last Summer" - or "My Favorite Uncle."

Contrast this approach with one used by a teacher in Muncie, Indiana. First she had the class read a few short stories, all of which developed the one theme - "Am I My Brother's Keeper?". Then she had the class discuss the question. They became quite interested and argumentative. They even read some outside opinion on it. Soon there wasn't enough time in class for them all to be heard. So she suggested that they write their conclusions and submit them. As she looked over their papers, she pointed out such things as:

"See - in this sentence you have forty-five words. That's pretty long. Try to break it down into two or three sentences."

"Here you have a single subject and a plural predicate. See if you can fix that."

As a result of this exercise and one or two others introduced the same way, the students asked one day if they could have a refresher on grammar.

"Would you like to stop and take a week or two for a review of grammar?" she asked.

"Yes," was the almost unanimous opinion.

Do you see the difference in approach? Let's try to make it clearer by another example.

When I taught trigonometry in high school, I started out the class by showing a circle. I explained rotation about a point. Then I gave the definitions of angles, of radians, of degrees. Later I defined the different trigonometric functions, with attention to their signs in different quadrants. We had some drill on the names and the meanings of these functions. After about a week, we got into solving right triangles, and it was another day or so before we applied this knowledge to the solution of practical problems from surveying and mechanics.

If I were to teach it again, I believe I should start out something like this:

"Have you ever noticed the flag pole out front? How high is it? How could we find out?"

I'd let them make their suggestions about climbing the pole with a rope around the waist, or measuring the flag rope, etc., and then suggest:

"If we measured a distance from the foot of the pole to a convenient point, and then measured the angle at that point between the top of the flag pole and the bottom, could we find the height? How?"

If possible, with a sextant, transit, or clinometer, we'd measure the angle. Then we'd try a solution by similar triangles, constructing one to scale on paper. From there it is only a step to show that all right triangles having the same acute angle are similar to all others. Thus the ratio of their various sides to each other will always be the same. If we should figure out the values of these ratios and put them down in a table, we wouldn't have to go through a construction problem every time we had a field problem. We could just use our prepared table. Then we could all be surprised together to learn that someone had already made these tables for us, and all we need do is use them. From there we would generalize still further and try to see the "why" of the trigonometric functions and of angular measurement.

One of our company's consultants was recently asked to assist in developing a course for training foremen. It was desired to select some hourly-rated and graded salary workers, and put them through a course which would equip them to take over a foreman's job. The problem was: how to develop the course.

Our consultant (let's call him Joe) gave the matter considerable thought. He talked to a couple of friends who had been successful foremen. He asked what were the things that a foreman needed to know. The answers were something like this:

A foreman must know how to get along with people. He has to treat people with courtesy and respect.

A foreman must know his people, what they can do, and what they can't.

A foreman must know his machines, what they can do, how to adjust them, repair them, or get them repaired.

A foreman must practice good housekeeping.

So Joe developed from this information a program of sessions and some reading material for assignments. He decided that he would devote two sessions to human relations, with a lecture from some Employee Relations man on the fundamentals of the topic, some reading from American Management Association bulletins, and some discussion on the union contract. He would then devote two sessions to the basic machines (time would not permit all to be covered), with a visit to the factory to see them in operation. Individual sessions hitting the high spots of shop mathematics, cost fundamentals, company organization, and time study would round it out. This he felt, while far from being complete, would give the men a good "basic" knowledge to start from.

But then a disquieting note struck Joe. All this seemed faintly familiar. He reflected that this was just like every other course he had taken himself,

and which he was wont to characterize as "so much junk". What was the matter with it, and how could he make it different?

So he tried again. He started off by proposing that each student be asked to bring in a copy of every form - i.e. every piece of paper (excluding blueprints and planning cards) that his foreman used: scrap tickets, rework tickets, requests for help, warning notices, exclusion hours vouchers, etc. The first two sessions would be devoted to looking at these forms, discussing them, learning how to fill them out, where to get the information to fill them out, when to use them, whom to send them to, and -- what happened to them after they were sent. Supplementary reading in the Works Instructions would be recommended.

The third session would be devoted to generalizing, on the basis of the first two meetings, a list of the foreman's responsibilities, and a set of rules or guides for his operation. As an assignment for this class, the men would be instructed to go to their foremen and get their ideas and suggestions.

Then Joe went back to his ex-foreman friends. He asked them this time:

"What was the toughest problem you had as a foreman? Give me the details." He took notes and wrote up their answers as cases for the students to discuss. Then he used another session to generalize on what they had learned from these cases. As a concluding meeting, he planned to assign a foreman's position description to be written by each man. This would be followed by a discussion and critique of these position descriptions.

Now here are six examples - or three pairs of examples - illustrating somewhat opposite approaches to a body of subject matter. In the first example for each subject the teacher started out with the general or basic principles and definitions. From there he sought to apply these principles to specific situations. This proceeding from the general to the specific, we call deductive reasoning, or the deductive approach.

In the second example in each field, we note that the teacher started with specific problems or situations, and drew generalizations from them so as to develop principles. This moving from the specific to the general is called inductive reasoning, or the inductive approach.

The first examples in each subject, where the deductive approach was used, probably sounded familiar to you. That is because the deductive method is the natural way to teach. On the other hand, the second example in each area, where the inductive approach was used, may have caught your interest a little more. That is because the inductive method is the natural way to learn.

Do you believe it? Test it on yourself. How did you learn to do your present job (whether you're a foreman in the factory or a teacher in the public schools)? You ran smack into problems which the books or your predecessor hadn't told you about. So you floundered, asked questions, made mistakes, until you found a solution that worked. After several such problems, you found some common elements in them and began to develop a principle or method of operation. Maybe then you said, "Aha, that's just what old Bill told me, but I didn't realize what he meant."

So when you advise the next man on how to take over your job, do you pose the same problems to him that you faced and let him find his way as you had to do?

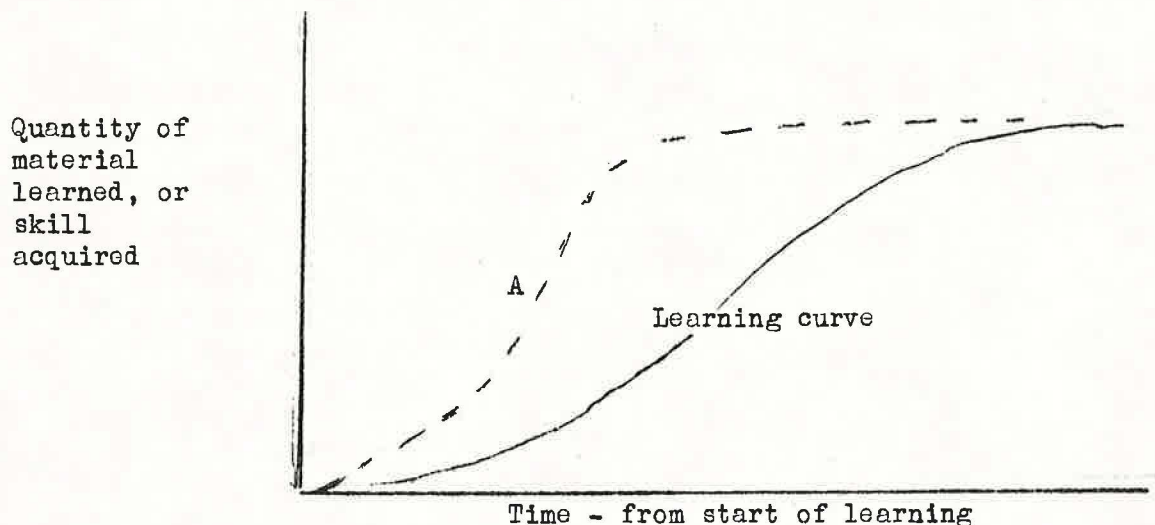
No -- very commendably you want to spare him the time and the pain. You tell him the conclusions you reached, so he can start where you left off. But just like you when you were told, he doesn't realize what those pearls of wisdom you give him really mean, because they are not tied up with his own experience.

When we teach we tend naturally to reverse the process of our own learning, by giving the student first our reasoned conclusions, then leading him backward (so far as time permits) to the specific incidents and problems which support those conclusions. It seems so much more logical that way! After all, we have sorted out those basic principles from a maze of be-clouding issues, and made some sense out of them. So why not use them!

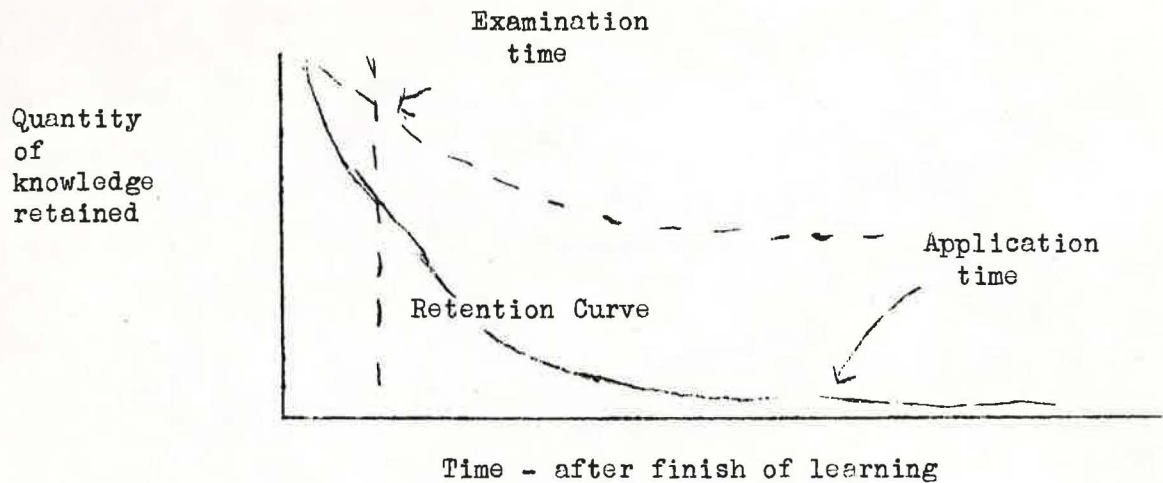
But we don't learn that way -- at least not nearly so readily. No doubt you have read many chapters in many textbooks in the course of your own education. Some of those chapters had questions and problems at the end. Have you normally been able to solve the problems at the end of the chapter without turning back into the chapter to find the rule that applied? I venture to say not. The general principles given in the body of the chapter didn't register well enough for you to take them and use them. It was only when you became a partner with the author (because of your own personal need in seeking the principle, that it took on meaning for you).

You may be saying at this point: "Well this sounds good, but is it merely an inductive generalization from a few attractive examples, or is there some sound psychological basis for it?"

Yes, there is a psychological basis for it. Let us consider two graphs, or curves, associated with learning. The first is the standard "Learning Curve", which looks something like this:



The second is a curve of retention of knowledge (often called, a little inaccurately, the "Curve of Forgetting"), and it is almost the inverse of the "Learning Curve".



Now what is our objective in teaching: to increase the slope of the learning curve (as in position A) or to increase the slope of the curve of retention (i.e. decrease the rate of forgetting) (as in position B)?

Unfortunately, it has usually been the former, though often we haven't realized it. We continually try to impart more and more material in the same or less time than we did last year. So we prune, summate, we condense -- we generalize. We have to, in order to get more information across faster. So the students think less and less, and memorize more and more.

Now let's look at the curve of retention. Examinations usually come, in point of time, very close to the lefthand margin of the scale, before too much forgetting has taken place. Thus the results of examinations often lead the teacher into an overly sanguine appraisal of his students' learning. But application comes months or even years after the class is finished, and represents a point on the time scale far to the right. Because then very little is remembered, very little is applied.

Should not our objectives in teaching be to raise the level of the curve of retention, so that the knowledge gained is retained and used by the student? Indeed, what is the purpose of education at all is not to equip the student with knowledge, skills and attitudes that he will retain long enough to use?

If our objective then becomes that of increasing retention so that knowledge gained can be applied, then we must understand why some things are retained and others forgotten. What is the basic difference in our learning of those things which we remember, and those which we forget?

The psychologists have done considerable research on this question, and they have an answer. They have compared those things which lie under the curve of retention at its extreme right side with those things which are under the curve at first but which are soon lost. The difference between them lies in the personal reaction the learner makes to the original situation. A fact or experience that has significant personal or emotional meaning tends to be remembered. A fact or

experience that remains abstract -- that has little or no personal importance -- that excites little interest and/or emotion -- is forgotten rather quickly.

The inductive approach is an attempt to apply this sound psychological principle. It seeks to introduce a concept by first presenting a situation where that concept is operative, and where the student can say to himself:

"Oh yes, I've been in that kind of jam myself." -or-

"That is something I've always wanted to know how to do." -or-

"That's the kind of crack I could get caught in any time. I'd certainly like to know how to handle it."

Then the concept, when developed, has flesh and blood features, instead of being a faceless abstraction.

Specific problems, not general principles, are what all of us are concerned with, frustrated by, and what we recognize as needing solution. Hence specific problems are the things we are interested in and have emotions about. An understanding of general principles may be needed to solve these problems, but let us keep motivation alive by coming to the general principle through seeking a solution to the specific problem. If we show no problem first, the general principle alone is sterile.

Well, maybe the inductive approach is desirable, but is it practical? Can we really use it? Certainly we can. It is being used. Some of our most successful teaching methods incorporate the inductive approach: the Harvard Case Method (or any case method), teaching by projects. But it's not limited to these. We can employ the inductive method in our discussions and demonstrations. It merely requires some ingenuity and a willingness to break with tradition.

At one of our prominent engineering schools, the professor of Machine Design complained to the mathematics professor that students were insufficiently prepared in calculus when they came to study machine design. As a result, he, the Machine Design professor, had to take them over a review of calculus before they could go ahead with his subject. The mathematics professor, understandably disturbed, brought out the calculus examinations from the past year and proved that all the students in question had passed, some with very good grades. That seemed to dispose of the argument, but it didn't really correct the difficulty. So the mathematics professor asked a colleague (not in the mathematics department) what he thought about the problem.

"Why don't you use problems from physics and mechanics to illustrate your theorems in calculus?" was the colleague's suggestion.

"Oh no," was the shocked reply, "that would prostitute the pure science of mathematics!"

Of course, in one respect, the mathematics professor was right. Mathematics is indeed more than merely knowing how to solve a few practical problems in machine design, or in surveying, or even in nuclear physics. But in intellectual endeavor, as in life, purity and nobility do not come from shunning all contacts with the practical or ignoble, but from meeting them and rising above them. Hence, in teaching calculus to students who seek to use it in the solution of physical problems, let us start by posing practical problems in the field of their interest

and concern. We can help them to a solution of these problems through the use of the principles of calculus. We should then go on from there into an investigation of the "why" of these principles, and how they are developed.

Much of the skepticism of the inductive method arises from the omission of the last step above. Sometimes we teach students the tricks of solving certain problems, and stop there. Note that the inductive method is not a glorification of the specific as opposed to the general. It is an approach, wherein we start with the specific and move to the general. The inductive approach defines this direction of movement -- not an area of concern.

Can we teach any subject inductively, or are there some that we must present deductively? I should hesitate to give an unqualified affirmative answer, but I suspect that we are more limited by our ingenuity than by any subject matter. Some technical subjects, like mathematics, accounting, or motion and time study where each lesson builds upon those preceding, may have to be organized deductively, but individual lessons can still be presented through the posing of a problem first, and the subsequent searching for and developing of rules that apply. Company organization can be taught by presenting problems involving lines of authority, letting students search out organization charts to get their answers.

So the instructor must use his ingenuity! He should know the subject and his students better than anyone else, and so has more source information to draw upon. Students should be challenged with specific problems close to their own personal interests; they should do their own learning while the instructor guides and keeps them from exploring too many fruitless avenues. Don't stop with a mere solution of one problem. Generalize and come up with principles! The instructor can help, of course. That is his junction as a teacher. He can even give them some general principles -- when the students show that they want them. Remember the English teacher in Muncie, who taught her students some rules of grammar -- after they saw a need for them and asked for them!

Remember -- the objective of teaching is learning. Teaching must be planned so as to achieve the best learning on the part of the students.

E.C. Smith
Specialist
Manufacturing Training & Education.
The General Electric Company

BRIEF BIOGRAPHICAL DATA ON STAFF

Seminar on Communication No. 260
July 9-15, 1967

H. Stuart Hawkins, Resident Coordinator, MSU/AID Communication Seminars.

Born in Mt. Gambier, South Australia, Mr. Hawkins received his Honors degree in Agricultural Science from the University of Adelaide in 1957 and his M.A. in Communication from Michigan State University in 1965.

From 1958 to 1960 he conducted pasture research on the Bovril Estates in Argentina. On his return to Australia he joined the Commonwealth Scientific & Industrial Research Organization in Melbourne as a scientific liaison officer. His duties included the interpretation of agricultural and fisheries research results, their diffusion to extension workers and fishermen, and the organization of national scientific conferences. In addition he instituted a series of lectures in communication theory for graduate students in agricultural extension at the University of Melbourne.

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Robert N. Bostrom, Associate Professor of Speech and Dramatic Art, Ohio University, Athens, Ohio.

Born in Kearney, Nebraska, Dr. Bostrom received his A.B. degree in Drama from Morningside College, his A.M. and Ph.D. degrees in Speech from the State University of Iowa.

Before coming to Ohio University, Dr. Bostrom taught at the State University of Iowa, Sacramento State College, Western Illinois University combining teaching with research in communication. He is presently serving as director of the persuasion laboratory at Ohio University. He is a member of the speech Association of America, the Central States Speech Association, the American Psychological Association, and Pi Kappa Delta.

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Richard J. Dieker, Assistant Professor of Speech, Western Michigan University.

Dr. Dieker, born in Emporia, Kansas, received his B.S. in Speech and English and his M.S. in Speech from Kansas State Teachers College, and his Ph.D. in Communication from Michigan State. He taught speech and English courses in a Kansas public high school for two years, and managed an educational radio station while doing graduate work at Kansas State.

Before assuming his present position at Western Michigan University, Dr. Dieker was an Instructor of Speech at the University of Illinois. Previous to that he was at Michigan State University for three years teaching communication courses and doing research in communication while working on his Ph.D. His research activities include: Effects of Reinforcement on Verbal Behavior, Personality Factors in Small Group Discussion, AID Program Evaluation Research, and the Effect of Choice on Group Cohesiveness. His special fields of interest are the application of communication theory to speech behavior and communication behavior in small groups.

Dr. Dieker is a member of the Speech Association of America, and Central States Speech Association. He is also a member of Alpha Iota Rho, honorary radio fraternity and the Society for the Recognition of Scholarship.

* * * * *

Barbara Judy, Graduate Assistant, Department of Communication, Michigan State University.

Born in St. Albans, W. Virginia, Barbara Judy received her B.S. in Home Economics from West Virginia University and her M.S. in Extension Education from Michigan State University.

Miss Judy has served as County Extension Agent - Home Demonstration in Upshur County, W. Virginia. She is a member of the following honorary associations: Phi Upsilon Omicron, Omicron Nu, both Home Economic honoraries; and Gamma Sigma Delta, a agricultural honorary.

Miss Judy's special field of interest is international communications. Her father is an employee of AID in Community Development (presently in Zambia) and Miss Judy lived with her parents when they worked in E. Pakistan, India and Korea.

* * * * *

C. Gortam Lane, Professor of Psychology, Director of Impact Study, University of Delaware, Newark, Delaware.

Originally from Salem, Massachusetts, Dr. Lane received his B.S. in Psychology at Tufts University, his M.A. in Psychology at The Ohio State University, and his Ph.D. in Psychology and Anthropology from the Ohio State University.

Before assuming his present position, Dr. Lane has: served as an Occupational Analyst for the U.S. Employment Service; been with the U.S. Army Air Forces as a Personnel Technician; been with Research in Aviation Psychology at Ohio State University as Assistant Professor and Assistant Director; lectured summers at George Washington University. Aside from his regular duties of Professor of Psychology at the University of Delaware, where he has been since 1947, Dr. Lane is presently serving as Director of University Impact Study and Acting Director of the Teaching Resources Center.

Dr. Lane is a member of the following: Sigma Xi, American Psychological Association, American Association for the Advancement of Science, Eastern Psychological Association, Historian, Delaware Psychological Association, Phi Kappa Phi, and the International Association of Applied Psychology.

As special fields of interest Dr. Lane lists developmental psychology (student values and attitudes) and has made approximately 60 research reports based on longitudinal studies of college students' values and attitudes.

In addition to the above, Dr. Lane has served as consultant to industry and to private and public secondary schools.

* * * * *

Gerald R. Miller, Associate Professor and Director of Graduate Studies, Dept. of Communication, Michigan State University.

Dr. Miller, who was born in Muscatine, Iowa, received the Bachelor of Arts degree in political science and the Master of Arts degree in political science with a specialty in international relations from the State University of Iowa. His Ph.D. degree in speech and psychology was earned at the same institution.

Prior to joining the faculty at Michigan State University, Dr. Miller was an instructor of speech at the State University of Iowa and an assistant professor of speech and Director of the Experimental Communication Laboratory at the University of Washington. His teaching and research at Michigan State University center on the special fields of small group communication and persuasion.

Dr. Miller has served as a consultant for the Community Development Program of the state of Washington, the United States Chamber of Commerce, and the American Hospital Association. At present, he is serving as a member of the editorial boards for the Speech Teacher and Speech Monographs, in the capacity of Consulting Editor for Quantitative and Experimental Studies in Speech. He is also the Vice-Chairman Elect of the Behavioral Science Interest Group of the Speech Association of America.

A frequent contributor to journals in speech and communication, Dr. Miller has edited Perspectives on Argumentation, a book of papers dealing with the theory of argument, and authored a volume entitled, Speech Communication: A Behavioral Approach.

AUGUST 13 - 19, 1967

BIOGRAPHICAL DATA

Frederick G. Alexander, Associate Professor of Speech and Head of Speech Education, Michigan State University

Originally from Kenosha, Wisconsin, Dr. Alexander received his A.B. from Carroll College, his M.S. from the University of Michigan and his Ph.D. from the University of Wisconsin.

Having been a member of Michigan State's faculty for the past fifteen years, Dr. Alexander has also served as Consultant to the Executive Council of UAW-CIO and Consulting Editor for the CCSSA Journal. He was formerly the debate coach and forensics director at Michigan State, and has done research in the legislative process of the Michigan State Legislature. A former president of the Michigan Speech Association, Dr. Alexander is particularly interested in advocacy, learning theory and the psychology of speech. He is a member of the Speech Association of America, Phi Kappa Phi, and Pi Kappa Delta.

* * * * *

Charles Berger, Graduate Research Assistant, Michigan State University

Mr. Berger, born in Philadelphia, Pennsylvania, received his B.S. in Psychology at Pennsylvania State University in 1961 and his M.A. in Communications at Michigan State University in 1966.

While working toward his doctoral degree here at Michigan State he is a teaching assistant (Research Methods) in the Communications Department. Mr. Berger has spent fifteen months in Korea as an interpreter. His special fields of interest are Cross Cultural Communication and Attitude Change.

He is a member of Psi Chi honorary.

* * * * *

Harold E. Capener, Rural Sociologist, Cornell University

Mr. Capener has worked five and one-half years in India in training and developing. Before going to India, he was State Leader of Extension Research at Ohio State University; prior to that he was a staff member of the training branch in the U.S. Public Health Service.

* * * * *

William W. Frank, Assistant Professor, School of Industrial and Labor Relations, Cornell University, Ithaca, New York

Born in Flint, Michigan, Dr. Frank received from Michigan State University his B.A. in English, his M.A. in Speech Therapy, and his Ph.D. in Communication. He has also done advanced graduate work in the School of Commerce of Northwestern University.

Before coming to Cornell University, Dr. Frank taught and did research in communication at Michigan State. His research activities have included Civilian Defense and attitudes toward nuclear war, programmed instruction in inferential statistics, and attitudes toward initiation of structure and consideration among supervisory personnel, as well as AID participants' effectiveness as change agents.

He was formerly employed by the Jewel Tea Company, Inc., of Chicago, Illinois, holding positions in the Personnel and Merchandising Divisions in addition to being Training Director of the Retail Food Stores Division. He has, also, served as a consultant to the United States Internal Revenue Service in taxpayer relations training. Dr. Frank is a member of the American Society of Training Directors.

Delmer Hilyard, Assistant Professor of Speech, Kansas State University

Born in Braman, Oklahoma, Dr. Hilyard received the B.A. in English from the University of Denver, the M.A. in Speech from Kansas State Teachers College, and the Ph.D. from Michigan State University in communication.

Previous to his position with Kansas State University, Dr. Hilyard was a Research Assistant at Michigan State University. He has also served as Assistant Head and Director of Radio-TV-Film for the Department of Speech, Kansas State University, and has held positions with the Kansas State Teachers College, Shell Pipe Line Corporation and Boeing Airplane Company.

In 1961-62, he gained national recognition from the American Foundation for the Blind for the production of a radio documentary on recreational activities for the blind. In addition, he has written and directed educational films and has served as editor for a literary journal. He is a member of the Central States Speech Association, the Speech Association of America and the Kansas Speech Association.

Nemi C. Jain, Graduate Assistant, Department of Communication, Michigan State University.

Born in Uttar Pradesh, India, Mr. Jain completed his M.S. degree in Agricultural Extension at the Government Agricultural College, Kanpur, Uttar Pradesh, India. He held a merit scholarship during his college training.

Following his graduation he worked as Assistant Professor of Extension at United Province Agricultural University, Pantnagar, U.P., India. He was associated with the refresher training program for Agricultural Extension officers. He also taught graduate classes in Agricultural Extension. He currently is engaged in a doctoral program in Communication at Michigan State University.

* * * * *

Elliot Siegel, Graduate Assistant, Michigan State University

Born in New York City, Mr. Siegel received his Bachelor's Degree in psychology from Brooklyn College, New York, and his Master's Degree in Psychology from Michigan State in 1966. He is presently working toward his doctorate at Michigan State in the field of Communications.

In the past Mr. Siegel has been a graduate assistant in the psychology department, a graduate research assistant in communications and worked as a research psychologist with the Michigan Department of Mental Health. His special field of interest is interpersonal communication.

* * * * *

John Wallace, Graduate, Assistant, Department of Communication, Michigan State University

Mr. Wallace, who was born in Hamilton, Ontario, received his Bachelor's Degree in Agricultural Economics and his Master's Degree in Farm Business Management - Agricultural Marketing in Ontario.

Prior to assuming his present position at Michigan State Univ., Mr. Wallace taught and undertook research at Western Ontario Agricultural School and Experimental Farm. He has also conducted research in Farm Management Production. In the Fall of 1967, Mr. Wallace will assume the responsibility of Resident Coordinator for the MSU/AID Communication Seminars. His special fields of interest are Leadership, and Organizations.

Mr. Wallace's professional associations include the Agricultural Institute of Canada, Ontario Institute of Professional Agrologists, Canadian Agricultural Economic Association, and the American Farm Economics Association.

1. Song
2. Dis

FRIDAY NIGHT PROGRAM

(After dinner the program will be held in the lounge).

1. Commencement with a song (Jingle Bells).
2. Brief talk on behalf of all the participants.
3. Short performances or very brief talks by eight different countries (Afghanistan, Argentina, British Guiana, Ceylon, China, India, and Israel and Jamaica).
4. Short entertainments by staff members.
5. Short performances or brief talks by nine different countries (Philippines, Panama, Vietnam, Pakistan, Japan, Korea, Spain, Bolivia, and Nicaragua).
6. Christmas Song (Silent Night, Holy Night).
7. Conclusion by M.R. Laxman Rao.

General Participant Committee:

Mr. Cenon Lapid Dimacali, Chairman
Mr. Sayed Iqbal Hamdani, Member
Mr. M.R. Laxman Rao, Member
Mr. Yag Datt Wadhwa, Member
Mr. Lalta Ramgopal, Member
Mr. Le Khac Than, Member
Miss. Elide C. Bolognesi, Member
Mrs. Hsi Mei You, Member

Program Sub-Committee:

Mr. Sayed Iqbal Hamdani,
Chairman
Mr. M.R. Laxman Rao, Member
Mrs. Hsi Mei You, Member

Sports Sub-Committee:

Mr. Yag Datt Wadhwa

Extra Curricular Sub-Committee;

Mr. Le Khac Than
Mr. Lalta Ramgopal

Jingle Bells

Dashing thro' the snow in a one-horse open sleigh,
O'er the fields we go, laughing all the way;
Bells on bob-tail ring, making spirits bright;
What fun it is to ride and sing a sleighing song tonight!

Chorus: Jingle bells! Jingle bells! Jingle all the way!
Oh, what fun it is to ride in a one-horse open sleigh!

Day or two ago I thought I'd take a ride,
And soon Miss Fannie Bright was seated by my side;
The horse was lean and lank, misfortune seem'd his lot,
He got into a drifted bank, and we, we got upstot.

(Chorus)

Now the ground is white, go it while you're young;
Take the girls tonight, and sing this sleighing song;
Just get a bob-tailed nag, two-forty for his speed,
Then hitch him to an open sleigh, And Crack! you'll take the lead.

(Chorus)

Silent Night

Silent Night! Holy night! All is calm, all is bright, Round yon Virgin Mother and Child! Holy Infant, so tender and mild, Sleep in heavenly peace, Sleep in heavenly peace.

Silent Night! Holy night! Shepherds quake at the sight! Glories stream from Heaven afar, Heav'nly host sing Al-le-lu-ia, Christ, the Savior is born! Christ, the Savior, is born.

Silent Night! Holy night! Son of God, love's pure light. Radiant beams from Thy holy face, With the dawn of redeeming grace, Jesus, Lord, at Thy birth, Jesus, Lord, at Thy birth.

Auld Lang Syne

Should auld acquaintance be forgot, And never brought to mind?
Should auld acquaintance be forgot, And days of Auld Lang Syne?

Chorus: For Auld Lang Syne, my dear, For Auld Lang Syne,
We'll take a cup of kindness yet, For Auld Lang Syne.

And here's a hand my trusty friend, And gie's a hand of thine;
We'll take a cup of kindness yet, For Auld Lang Syne.

Chorus: For Auld Lang Syne, my dear, For Auld Lang Syne,
We'll take a cup of kindness yet, For Auld Lang Syne.

To the tune of: SHE'LL BE COMIN' ROUND THE MOUNTAIN

She was slidin' round the mountain when she came
She was slidin' round the mountain when she came
She was slippin' and a slidin' and she wouldn't stop for nothin'
She was slidin' round the mountain when she came

O, we all went out to meet it when it came
O, we all went out to meet it when it came
We started Seminarin', we started Seminarin', we had preachin'
and some teachin' when it came

She'll be slidin' round the mountain when she goes
She'll be slidin' round the mountain when she goes
She'll be slippin' and a slidin' and she won't stop for nothin'
She'll be slidin' round the mountain when she goes.

To the tune of: I've Been Working on the Railroad

I've been teaching in the Seminar each and every day
I've been teaching in the Seminar for dear old ICA
OH, I hear that bell aringin' as I dose upon the lawn
Here comes the chairman shouting, wake up and kill the yawn

I've been sleeping in the Seminar for good old ICA
I've been sleeping in the Seminar from class to get away
Oh, I hear that bell aringing every day at break of dawn
Can't you hear the chairman shouting, how he carries on!

Zabudowski story

Premier U Na

with Israel &

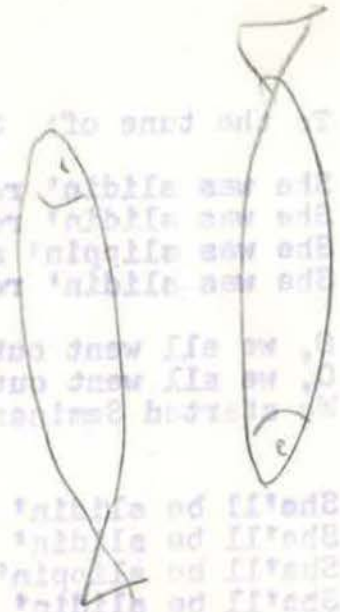
find the zone
made tremendous

progress in the

jungle clearance,

where they he looked
at the gullies hill

Panama - El
Dog - Tiger Gudech
you



MICHIGAN STATE UNIVERSITY

OF AGRICULTURE AND APPLIED SCIENCE • EAST LANSING

COLLEGE OF COMMUNICATION ARTS

December 5, 1960

Professor John Useem, Head
Sociology and Anthropology Department
Campus.

Dear Professor Useem:

Professor Iwao Ishino has indicated his willingness to serve as a staff member for a communication seminar conducted for the International Cooperation Administration by Michigan State University December 11-16, 1960. Clearance for this assignment has been requested from Dean Ferguson.

I am writing to request your permission for Dr. Ishino to serve on the staff for the designated week. If his participation is approved, he will continue to receive his regular university salary. In addition, three per cent (3%) of his regular ten-month salary will be transferred to Michigan State University revolving fund account 71-2045, which is administered in the Department of General Communication Arts. This sum may then be drawn on by your department for labor payroll at any time during the academic year.

Cordially,

Huber Ellingsworth, Director
ICA Seminars on Communication

dcj

12-5-60

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A

S E M I N A R

L E T T E R

April 20
1961

No. 11

ICA Seminars
320 Union BuildingMichigan State University
East Lansing, Michigan April 10, 1961STAFF CHANGES (January 29 - March 24)
(Winter Quarter, 1961)NO./DATESTAFF

64, Jan. 29 - Feb. 3

Add: Dean Barnlund (Speech), Northwestern.

65, Feb. 5 - 10

Delete: Jack Bain; add: Henry Watts (Soc. and Anth.), Michigan State University; Lloyd Weldon, Sr. (Speech), West Virginia.

66, Feb. 12 - 17

Delete: Dave Berlo, Turner Edge, Dave Moore; add: John Ball, Chairman (Gen. Comm. Arts), Michigan State University; Hal Hepler (Linguistics), Bay City, Michigan, Junior College; George Fathauer (Soc. and Anth.), Miami University, Oxford, Ohio.

67, Feb. 19 - 24

Delete: Kenneth Hance, Roger Busfield; add: Don Ecroyd (Speech), Maurice Marshall (Gen. Comm. Arts), Dan Wozniak (Gen. Comm. Arts), Michigan State University; Harry Warfel (English), University of Florida.

68, Feb. 26 - Mar. 3

Delete: Larry Schlesinger and Waldo Braden.

69, Mar. 5 - 10

Delete: Don Ecroyd and Don Wells; add: Robert Scigliano (Pol. Sc.), Michigan State University; Steven Deutsch (Soc. and Anth.), Michigan State University.

70, Mar. 19 - 24

Add: Maurice Marshall (Gen. Comm. Arts), and Dan Wozniak (Gen. Comm. Arts), Michigan State University.

STAFF SCHEDULE (April 16 - June 9)

NO./DATESTAFF

71, Apr. 16 - 21

David Ralph, Chairman (Speech), Jack Bain (Speech), Steven Deutsch (Soc. and Anth.), Michigan State University; Ray Ross (Speech), Wayne State; E. J. J. Kramar (Speech), University of Southwestern Louisiana; Bruce Kirk (Psy.), Jersey City State College.

NO./DATE

STAFF

72, April 23 - 28

Fred Alexander, Chairman (Speech), Gordon Gray (TV and Radio), Maurice Marshall (Gen. Comm. Arts), John Thurber (Speech), David Moore (Bus. and Pub. Ser.), Michigan State University; Melvin DeFleur (Soc.), University of Indiana.

73, Apr. 30 - May 5

Hideya Kumata, Chairman (Gen. Comm. Arts), Don Ecroyd (Speech), Robert Jarnagin (Gen. Comm. Arts), Ed Crane (Gen. Comm. Arts), Michigan State University; William Carmack (Speech), University of Oklahoma; Fred Fiedler (Psy.), University of Illinois; Jack Lamb (Speech), University of Connecticut.

74, May 7 - 12
(Spanish Language)

Erwin Bettinghaus, Chairman (Gen. Comm. Arts), Juan Diaz-Bordenave (Gen. Comm. Arts), Evenor Zuniga (Ed.), Michigan State University; Al Croft (Ex. Div.), University of Oklahoma; Joseph McGrath (Psych.), University of Illinois; Fred Speckeen (Speech), Dubuque University; Bruce Buckley (Audio-Visual), University of Indiana.

75, May 14 - 19

Murray Hewgill, Chairman (Speech), Don Wells (NPAC), Kenneth G. Hance (Speech), William Stellwagen (Gen. Comm. Arts), Michigan State University; Lawrence Schlesinger (Consultant), Ann Arbor; Wayne Brockriede (Speech), Oklahoma.

76, May 21 - 26

John Ball, Chairman (Gen. Comm. Arts), Charles Pedrey (Speech), Eugene Jennings (Bus. and Pub. Ser.), Michigan State University; Donald Torrence (Speech), Knox College; Norman Cleary (Soc.), Montieth College, Wayne State University; Eugene Johnson (Adult Ed.), Washington University.

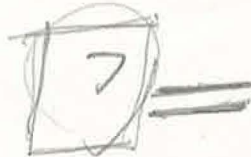
77, June 4 - 9

Hideya Kumata, Chairman (Gen. Comm. Arts), Robert Crom (NPAC), Michigan State University; Sam Becker (TV Center), University of Iowa; Waldo Braden (Speech), Louisiana State University; Tom Starcher (TV Center-Speech), University of Maryland; Fred Speckeen (Speech), Dubuque University; Jack Matthews (Speech), Pittsburgh University; Ezra Saul (Psy.), Tufts University.

Seminar Staff Directory - This issue is accompanied by a list of those persons who have contributed or are contributing to the work of the seminar. Many of those listed will be participating for the first time during the next six months. We hope that the directory will provide a source of mutual information for a staff which has now expanded to more than 150.

Summer Seminars - Thanks to the interest and cooperation of those contacted, the summer schedule was completed shortly after March 1.

New Associate Director - Dan Wozniak, doctoral student in General Communication Arts, has accepted the position of associate director of the seminars March 27 - September 15.



MICHIGAN STATE UNIVERSITY TRANSMITTAL

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REMARKS

1-3 page summary of the
main points of
lecture.

by Monday, Dec 23

Bibliographic items

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PHONE NO. _____

INTERNATIONAL WORKSHOP ON COMMUNICATION FOR MODERNIZATION

East Lansing, Mich.
Michigan State University
December 26-31, 1968

TENTATIVE SCHEDULE

Thursday 26th

- 9.00 - 10.30: Opening Session
(1) Presentation of Staff
(2) Presentation of Participants
(3) Description of Program and Schedule
(4) Application of Pre-Test
- 11.00 - 12.30: The Nature of Communication ----- Staff
- 2.00 - 3.00: Cross Cultural Communications ----- Dr. Kumata
- 3.10 - 4.10: Cross Cultural Communications ----- Dr. Kumata
- 4.30 - 5.30: Cross Cultural Communications ----- Dr. Kumata
- 8.00 - 10.30: The Nature of Communication ----- Staff

Friday 27th

- 9.00 - 10.30: Communication in Formal Organizations ----- Dr. Berlo
- 11.00 - 12.30: Communication in Formal Organizations ----- Dr. Berlo
- 2.00 - 3.00: Communication in Formal Organizations ----- Staff
- 3.10 - 4.10: The Nature of Communication ----- Staff
- 4.30 - 5.30: The Nature of Communication ----- Staff

Saturday 28th

- 9.00 - 10.30: The Economic Aspects of Modernization ----- Dr. Wood
- 11.00 - 12.30: The Economic Aspects of Modernization ----- Dr. Wood and Staff
- 2.00 - 3.00: The Non Economic Aspects of Modernization ----- Mrs. Nair
- 3.10 - 4.10: The Non Economic Aspects of Modernization ----- Staff
- 4.30 - 5.30: The Non Economic Aspects of Modernization ----- Mrs. Nair and Staff

Monday 30th

9.00 - 10.30:	The Relationship Between Communication and Modernisation -----	Staff
11.00 - 12.30:	The Relationship Between Communication and Modernisation -----	Staff
2.00 - 3.30:	The Nature of Sociocultural Change -----	Dr. Useem
4.00 - 5.30:	The Nature of Sociocultural Change -----	Dr. Useem
8.00 - 10.30:	The Adoption and Diffusions of Innovations for Agricultural Change and Rural Modernisation -----	Staff

~~TRAINING CENTER~~

Tuesday 31

8.30 - 10.30:	The Role of Foreign-Trained Change Agents in National Development -----	Dr. Ishino
11.00 - 12.00:	Application of Pest Test -----	

The IIE-MSU Seminar on Modernization will begin Thursday morning, December 26 at 8:30 a.m. It will be held in the Kellogg Center for Continuing Education, which is on the Michigan State University campus. We urge you to arrive before 6:00 p.m. December 25, so that you may join another group for a Christmas evening buffet supper.

We've noted that all of you are majoring in Business, Economics or Management. With such homogeneity of background and interest we should be able to cover the more traditional economic models of modernization rather quickly and then go on to consider some of the principal non-economic models which may come to your attention less frequently.

The major objectives of the seminar might be summarized as follows:

1. To establish a working definition of modernization which provides an insight into the social-institutional processes which aid or impede modernization.
2. To provide opportunities for observation and analysis of communication behaviors so that we may enhance our understanding of the problems and the process of human communication activity and to comprehend the relationship between communication and modernization.
3. To provide you with an opportunity to analyze your role as a professional person in a development-oriented discipline. In this analysis we will examine how knowledge generated in your disciplines and other scientific and technological fields is transferred or diffused through organized communications processes in ways which can accelerate the modernization process.
4. To provide you an opportunity to share experiences and diverse views with student and faculty colleagues who come from a number of countries.

In sum, we expect that all of us will gain from the seminar a sharpened comprehension of the human factors in national development of the significant ways in which they interplay with the material factors such as economic, ecological and technological ones.

The presentations and discussion will be organized around the following topics:

I. The Nature of Modernization

Economic Models of Development

Noneconomic Models of Development

The Need for Combined Models

II. The Nature of Communication

Process, Problems, Principles

Crosscultural Communication

Communication in Formal Organizations

III. The Nature of the Relationship between Communication and Modernization

International Research Evidence of Correlation

Roles of Communication in Development

Development Strategies and Communication Strategies

Communication as a Launcher and Accelerator of Modernization

IV. Sociocultural Change and Crosscultural Diffusion of Technology

The Nature of Cultural Change in Society

The Adoption and Diffusion of Innovations among Peasants

The Role of Foreign-Trained Change Agents in Modernization

Schedule

Your daily schedule will be somewhat as follows:

Thursday, December 26 - 8:30 a.m. - 5:30 p.m. with lunch and coffee breaks
Evening session of 2-3 hours

Friday, December 27 8:30 a.m. - 5:30 p.m.

Saturday, December 28 8:30 a.m. - 5:30 p.m.

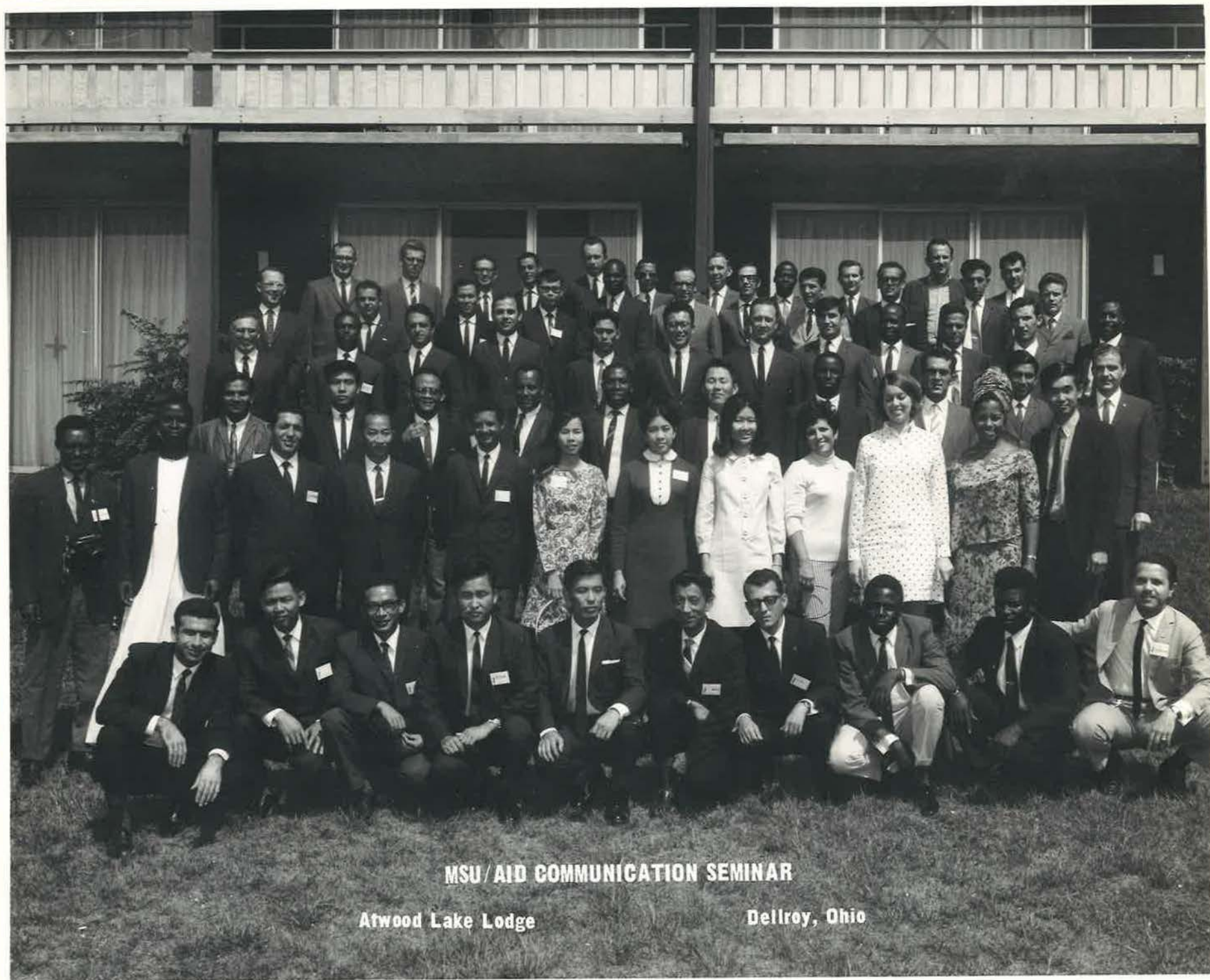
Sunday, December 29 Free during day
Special Banquet Supper 6:00 p.m.

Monday, December 30 8:30 a.m. - 5:30 p.m.
Evening session of 2-3 hours

Tuesday, December 31 8:30 a.m. - 12:00 noon
Special luncheon and closing ceremonies
Adjournment by 2:00 p.m.

The entire seminar will be conducted rather informally so that you will be able to participate fully in the discussion. You'll be expected to share with candor your views so that the divergent views of students and faculty may contribute to a more fruitful discussion. In this permissive setting active interaction and good friendship should develop quickly.

Summaries of most of the lectures and, in some cases, resumes of discussions will be distributed. You'll also receive a bibliography of fundamental references for further reading on the topics discussed in the seminar.



MSU/AID COMMUNICATION SEMINAR

Atwood Lake Lodge

Dellroy, Ohio

1968

PART LIST

Sept. 1 - 7, 1962

Seminar #299

ROW 1

Almiad Abu-Shaar
Kammung Sakhakorn
Subarna Man Joshi
Hyuk Woo Byun
Soo Ahn Yew
S.L. Rajbanshi
Mohamed Malek
Simon Mukidi
Samuel Waneroba
Carlos Curado

Jordan
Thailand
Nepal
Korea
Korea
Nepal
Tunisia
Uganda
Uganda
Brasil

ROW 2

Lakew Gebeyehou
Adullam M. Kirya
Huseyin Apan
Vo Van Ngon
Nardos Abebe=
Duong Mai Huong
Mallika Mokkhaves
Sriviroj Piampiti
Lina Sattamini
Rosaland Puhek
Blanche Turner
Samark Triemrung

Ethiopia
Uganda
Turkey
Vietnam
Ethiopia
Vietnam
Thailand
Thailand
Brasil
U.S.A.
Kenya
Thailand

ROW 3

Wali A. Khan
Sorachai Bhisalbutra
Suhadi Hardjo
Melaku Zeleke
B.P. Simunyola
Jung Soo Lim
Maksus
Cevedet Ogut
T.M. Singh
E.H. Amend

Pakistan
Thailand
Indonesia
Ethiopia
Zambia
Korea
Tanzania
Turkey
Nepal
U.S.A.

ROW 4

Larry Sarbaugh
Wilson Nguyo
Fernando Soares
Cesar Da Silva
Kyu Yup Cho
Iwao Ishino
Don MacDonald
Unal Alici
Aston Manyindo
Rama Prasad Nepal
Ayhan Teraman
Yoseph Muleta

U.S.A.
Kenya
Brazil
Brasil
Korea
U.S.A.
U.S.A.
Turkey
Uganda
Nepal
Turkey
Ethiopia

ROW 5

Del Hilyard
Jose A. de Miranda
Vo-Ngoc-Diep
Bun Eng Lao
John S. Ebinu
Carlos Baque
Egas M. Nunes
Mustafa Kuru
Alderico Nogueira
Obaidullah Akbari
Alfred Wilson

U.S.A.
Brazil
Vietnam
Cambodia
Uganda
Argentina
Brazil
Turkey
Brazil
Afghanistan
U.S.A.

ROW 6

John Frahm
H.V. Dorpowski
C. Schio
Paulo N. da Silva S.
Sergio O. dos Santos
Mauricio Rodrigues
Chester E. Wright
Gabriel Okiira
Miguel A. Sabillon
Jose B. Sokol
M.Y. Afzali

U.S.A.
Interpreter
Brazil
Brasil
Brasil
Brasil
U.S.A.
Uganda
Honduras
Panama
Afghanistan



AID COMMUNICATION SEMINAR
MICHIGAN STATE UNIVERSITY EAST LANSING, MICHIGAN
JUNE 18, 1968

MSU/AID COMMUNICATION SEMINAR NO. 288

Michigan State University

June 17-22, 1968

- Row 1 Dionisio Martins, Brazil; Alberto Rubio Jr., Panama; Seung P. Chwae, Korea; Chung Duk Kim, Korea; Tea, Nget Chhaug, Cambodia; Muzaffar Ali Qureshi, Pakistan; Abebe Hailye, Ethiopia; Gebru Tareke, Ethiopia; Jatanay Mudda, Ethiopia; Dave Beatty, Canada; Alfred Wilson, U.S.A.; Stu Hawkins, Australia.
- Row 2 Kerry J. Byrnes, U.S.A.; Smootra Wanapongse, Thailand; M. Kemal Alpan, Turkey; Jung Eoo Lee, Korea; Ancona Hemindra, Thailand; Rampai Suksawasdi Hu-Ayuthya, Thailand; Anchalee Auporn, Thailand; Pien Poonsuwan, Thailand; Victoria Febuda, Nigeria; Rachel Aladeselu, Niger; Sam Or Deng, Cambodia; Perihan Korkvi, Turkey; Ratana Sankhavanija, Thailand; Prayong Lertprapai, Thailand; Irfe V. de Camargo, Brazil; Aporn Chowadee, Thailand; Alemitu Kassa, Ethiopia;
- Row 3 John Coggins, U.S.A.; Dave Schmeling, U.S.A.; C.K. Gupta, India; Luis Omar Montero L., Panama; Limb Jae-Ewon, Korea; Huynh Van Nhieu, Vietnam; S. Soedargo, Indonesia; Sanaw Puangpinyo, Thailand; Kong Sam Ul, Cambodia; Mohammed Kasseem Ruam, Afghanistan; A. Sattar Gill, Pakistan; Tadesse Mengesha, Ethiopia; Asfew Zelleke, Ethiopia; Akhlaque Hossain Kazi, Pakistan; Savy Mean, Cambodia; Riaz Uddin Ahmad, Pakistan; Uch, Thoeun, Cambodia; Mao Chamrong, Cambodia.
- Row 4 Gordon Whiting, U.S.A.; Gordon Thomas, U.S.A.; Chatchawan Yukongsak, Thailand; A.Z. Nooral Islam, Pakistan; Iwao Ishino, U.S.A.; Kamal Tataroglu, Turkey; Mustafa Yerulug, Turkey; Baiyee, Solomon Ivo, Cameroon; Kwang Myeung, Cho, Korea; Jose Santana, Brazil; Ketema Meshesha, Ethiopia; Che Yang, Cambodia; Sam T.O. Ata, Nigeria; Miguel A. Vanegas, Nicaragua; Du Thanh Ty, Cambodia; Annuy Yossuck, Thailand; Ari Wongsearaya, Thailand; Awa Eliss, Cameroon.
- Row 5 Rafael A. Henriquez, Dominican Republic; Cesar Ramirez-Mejia, Colombia; George Fathauer, U.S.A.; Samuel Z. Wornor, Liberia; Nelson J. G. Chilinda, Malawi; S. Ramamurthy, India; Chaiwai Sangruji, Thailand; Sammy Abiodun Adenikinju, Fed. Rep. of Nigeria; Jose Cruz Filho, Brazil; Afranio Sanches Loureiro, Brazil; Ruy F. De Silva, Brazil; Prija Champaratna, Thailand; Leopoldo Roberto M. De Carvalho, Brazil; Emilio Wilderger, Brazil; Evandro Alves Peixoto Des Santos, Brazil; Joel Souto-Maior, Brazil; Alfonso Curcio Altamar, Colombia.



MSU/AID COMMUNICATION SEMINAR

Atwood Lake Lodge

Dellroy, Ohio

June 11-1967

ATWOOD LAKE LODGE

JUNE 11 - 17, 1967

GROUP PHOTOGRAPH

- | | |
|---|---|
| <p>Row 1. Messele Arrage, Ethiopia
 Bob Engbretson, U.S.A.
 Chris Enuenwosu, Nigeria
 Abdul Wahab, Pakistan
 Adnan Hindi, Jordan
 Turhan Tükenmez, Turkey
 Hilton Brown, Liberia
 Patana Sumanapanich, Thailand
 Salomon Rendon, Venezuela
 Erden Oney & Son, Turkey
 Nathaniel L. Chambers, Liberia</p> | <p>Row 4. Dan Costello, U.S.A.
 Iwao Ishino, USA
 Alejandro Negrete V., Colombia
 Hernan Cruz, Ecuador
 Armando Velastegui, Ecuador
 Enock Ntokotha, Malawi
 Fafowora Olasuji Sam., Nigeria
 Ahmed Mohamed ElHadi, Sudan
 A.D. Kra, Ghana
 I. Tali Dincel, Turkey
 Mohamed I. Siddiki, Pakistan</p> |
| <p>Row 2. Dang Thi Tuyet, Vietnam
 Banyat Smersehua, Thailand
 Yalcin Sahinkaya, Turkey
 Stephen N. Ibe, Biafra
 Francis Gueiros, Brazil
 Pakinee Amatyakul, Thailand
 Ebrahim Choudhury, Pakistan
 Dorcas Franca, Brazil
 Maria Gutierrez, Peru
 Tulay Oney, Turkey
 Nighat Khan, Pakistan
 Anwar T. Khan, Pakistan
 Dabiruddin Ahmed, Pakistan
 Kazi Maziruddin, Pakistan</p> | <p>Row 5. Richard W. Budd, USA
 Say Kanal, Cambodia
 Eliphaz A. Odeke, Uganda
 Baha Eddin Shaban, Jordan
 Eridadi Okot, Uganda
 Augustine N. Chimuka, Zambia
 Cedric Clark, USA
 Peter E. Malhambera, Malawi
 Zewde Demissie, Ethiopia
 Chodok V. Pulsavasdi, Thailand</p> |
| <p>Row 3. Nguyen Quang Van, Vietnam
 Nguyen Van Can, Vietnam
 Jorge Zuniga, Peru
 Antonio Rosmanich, Chile
 M. Abdel Moneim Serour, U.A.R.
 Sheetal Chand, Uganda
 Surachart S. Thailand
 Awad Ali Awad, Sudan
 Lotfi Washed Mohamed, U.A.R.
 Fred Rowland, Sierra Leone
 Suat Gunden, Turkey
 William V. D'Antonio, USA
 Kennon H. Shank, U.S.A.
 Kent G. Pinnoek, Jamaica</p> | <p>Row 6. Walter Friedhoff, USA
 Hailemariam Habteselassie, Ethiopia
 A. Nimle Bropleh, Liberia
 Harold O. Haskitt, JR., USA
 José Cruz Filho, Brazil
 Joseph Sawa, Uganda
 Sam O. Babalola, Nigeria
 Sijuwade O. Adegbite, Nigeria
 Sati D. Gumut, Nigeria
 H.S. Hawkins, Australia</p> |

ATWOOD LAKE LODGE

JUNE 11-17, 1967

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