



INTERNATIONAL TRENDS

POLLING THE PROS ON MOVEMENT OF FOREIGN STUDENTS

Should U.S. institutions be looking to Eastern Europe for the next wave of foreign student applications? Are the historic events of the crackdown by China and the liberation of Eastern European countries related in terms of foreign student movement? And how--if at all--are U.S. institutions gearing up for anticipated changes in their foreign enrollments?

We sought answers to these questions recently by polling administrators at some of the U.S. universities which have the largest foreign student populations.

U.S. CAMPUS ADMINISTRATORS' ASSESSMENTS

At the University of Texas/Austin, Margaret Kidd, Director of International Affairs, expects that her institution's Chinese population will decrease. At the U of Texas, mainland Chinese constitute only seven percent, or 264 out of a total of 3,580 foreign students. But since her university is trying to lower their total enrollment from 50,000 to 48,000, any decrease in numbers would actually be welcome. Ms. Kidd said that while she would like more East European students "for the diversity," no scholarship money is available for them except for graduate school teaching and research assistantships. The university assesses each of its students a small fee to help finance study abroad, and provide scholarships for foreign students. "Hopefully," Ms. Kidd said, "some of this money will be used for East Europeans, but we have

nothing specific set aside."

At the University of Wisconsin, Michael Dean, Director of International Students, said, "I don't think we're going to see any volume from Eastern Europe. The biggest problem is that most East European countries don't have enough money. Until a country's government gets involved and makes a concerted effort, we're not going to see the movement we saw from China." With Chinese constituting 15 percent of his institution's 3,500 students, Dean feels "we're lucky to have a mix." He concluded, "I think education in Eastern Europe is very important, but right now they're absorbed in figuring out how to run a non-Communist government. It will take a while before they can start concentrating on education."

At the University of California/Berkeley, Theony Conbos, Special Assistant for International Education, said their number of Chinese students "...is down a little...not a lot. None of the Chinese students supported by the Chinese government has been cut off." The institution supports most of its approximately 500 Chinese students through research assistantships. Looking to East Europe, Ms. Conbos said there had been some contact with East European student associations, but no money is available to help them at the undergraduate level. "At the graduate level," she said, "there is money available, but it will depend on competitiveness."

At SUNY/Buffalo, Dr. Stephen Dunnett, Associate Provost for International Programs and director of the Intensive Language Institute, visited China in February. Although *The New York Times* had

reported that the U.S. government would withdraw funds as of April 1 from a co-sponsored China-U.S. MBA program offered in China by SUNY/Buffalo and divert the money to Eastern European countries, Dr. Dunnett said he would be "quite surprised" if this actually happened.

Dr. Dunnett added, "My intuitive feeling is there is already a decline in students from China. The Chinese government will not allow its faculty and researchers to leave, and our reciprocal agreements have been suspended since Tiananmen. But most large American research universities depend on foreign students to teach. We need a large number of teaching assistants in math, science and engineering, and Eastern Europe looks good to us--they're very strong in theoretical sciences.

"The question is, should we hang on and re-establish ties with mainland China,

Continued page 3

INSIDE

UPDATES	4
FRANCOPHONE AFRICA	8
STUDY ABROAD	20
REVIEW	22
PREVIEWS, TRIFLES	24



There has been nothing but good news since the Berlin Wall fell last November. The new mood has even permeated television commercials in which friendly Russians now drink Pepsi or can be touched by AT&T. Contrast this with the Wendy's hamburger commercial shown not so long ago in which a stocky, stolid woman wearing the same shapeless dress--accessorized first with a beach ball and then a flashlight--trudged up and down a fashion runway as a heavily accented voice announced "Swimwear! Evenink wear!" Funny and tasteless, it is unlikely that such a ridiculing commercial would be shown today.

The business community is already caught up in developments in the Soviet Union and Eastern Europe, with major U.S. corporations beginning to sponsor research at Eastern European and Soviet universities. This inspired us to undertake some research of our own. For our International Trends section, we contacted administrators at several U.S. campuses to ask whether East Europeans were making enquiries, and whether the institutions were making provisions for them. It seems that for the time being, no one is particularly involved in making plans.

There has been little movement in the past between Eastern Europe and American universities. Our collective experience in dealing with their educational systems is quite limited. In her column on Study Abroad, Joan Solaun appraises the present situation and offers some advice to those who will soon be answering questions on study in Eastern Europe for Americans.

It is, of course, too early to tell whether large numbers of students from Eastern Europe and the USSR will come to the United States as was the case after the opening of China. Western Europe appears to be the more likely destination of choice for these students, were it not for the overcrowding in west European universities. The United States stands a very good chance of attracting some of those students because our higher education system is flexible, efficient, and can be relied upon to accommodate foreign students without much fuss.

In contrast, education in Africa seems to be mired in despair. This issue of WENR features higher education in Francophone Africa to fulfill an old promise. Exchange programs with Africa have been so reduced as to have become almost extinct; many institutions do not even have Nigerian students, the most visible group of Africans in the 1970s. A decade or more of economic decline is making itself felt. African institutions have become dilapidated, the prospect of certain unemployment is discouraging many from pursuing higher education, and most importantly, the universities are not serving the needs of economic development. For those of us who came of age in the hopeful 60s and 70s, the current conditions are intolerable. There is a great deal that could be done, and for our part, we should at least see to it that exchange programs are maintained, if not further expanded. The events in China have demonstrated what an organized higher education community can accomplish. Africa is suffering not only from a lack of funds, but from the indifference of those who should care. Hostile government action is not the sole enemy of educational exchange.

C O R N E R



published quarterly by
World Education Services, Inc.



EXECUTIVE DIRECTOR
MARIAM ASSEFA

EDITOR
Marilyn Arko Umehara

EDITORIAL ADVISORY BOARD

Barbara Cahn
Intersearch Group, Inc.
Cynthia Fish
City University of New York
Bernard M. Baruch College
Michael Holcomb
Rutgers-the State University of
New Jersey
Alan Margolis
City University of New York
Queens College
Erika Popovych
World Education Services, Inc.

Circulation Manager: Montroe L. Headd

The views and opinions expressed in articles and information submissions published in *World Education News & Reviews* are those of the authors and contributors and not necessarily those of World Education Services, Inc.

World Education News & Reviews (ISSN-0897-6724) is a quarterly publication of World Education Services, Inc., a private, not-for-profit organization founded and incorporated in 1974. The annual subscription rate is \$35.00 per year, domestic, and \$45 per year for subscriptions outside of the U.S.; all foreign subscriptions must be paid in U.S. dollars. Domestic subscriptions are mailed third-class bulk rate. Readers are invited to submit materials for publication in *World Education News & Reviews*. Acceptance of material will be at the discretion of the Editorial Advisory Board. Submissions should be addressed to *World Education News & Reviews*, World Education Services, Inc., P.O. Box 745, Old Chelsea Station, New York, N.Y. 10113-0745. Telephone (212) 966-6311. Fax: (212) 966-6395.

BITNET NYWES@CUNYVM or
MUWES@CUNYVM. Full editorial guidelines are available to authors upon request.

© 1989 World Education Services, Inc. All rights reserved.

Foreign Student Movement *continued*

or should we look to Eastern Europe? We have slots to be filled, and we won't be choosing between China and East Europe. We won't be relying on students from any one country."

At the University of Chicago, Mary Martin, Director of International Affairs, believes the number of Chinese applicants will not drop significantly. Regarding Eastern Europe she said, "I have not heard of anyone seeing an influx of East Europeans. It has not started, and it may not. When I was in Germany in December, officials there said they expected East Germans to study in Western Europe so they could find jobs there."

At the University of North Carolina, Craig Calhoun, Acting Director of the Office of International Programs, said, "I don't think the Chinese movement is completely cut off. The Chinese situation is still fluid. But we have had an enormous number of initiatives on behalf of East European students—for example, we've had congressmen asking for Soviet student entries, and enquiries from German student associations. We're likely to see a substantial number of students from Eastern Europe, and the burden for financing their study will fall on individual institutions. We expect that more foundation money will be available for the Eastern European and Soviet students than has been available for the Chinese. And we shouldn't forget that even with as many economic problems as the East Europeans have, these countries are still richer than China."

RESEARCH EXPERTS LOOK AT THE BROAD PICTURE

The Institute of International Education's authority on China, Glen Shive, wrote recently, "the new rules are not so much a direct retaliation against youth for the spring demonstrations, but an effort to contain the growing escapism

among China's youth, who have lost hope for their lives in China and are pushing ever harder toward the exits via study abroad." (The Chinese government admits that of the 80,000 students who went abroad to study since 1978, only 32,000 returned.)

Mr. Shive said further that "even without Tiananmen, new stumbling blocks had emerged in the overall bilateral relationship" between China and the U.S. With both American businessmen and diplomats increasingly disillusioned with China, Shive suggests that the U.S. will now turn to Eastern Europe and the Soviet Union "where new doors are opening" and we share a "common rootage in European culture."

Allan Kassof, Director of the International Research & Exchanges Board (IREX), said "There is no way of knowing what will happen. East Europe has tremendous potential—it's so new." But he warned, "We're making a ragged beginning. The floodtide will hit in 1991. It could be a huge wave coming in."

Mr. Kassof believes the immediate needs of Eastern European countries will be for graduate studies in law, sociology, etc. He said, "One problem is that people don't know how to apply to our institutions. And they're coming from bankrupt countries, the same as the Chinese. Everyone is going to be lining up for scholarships."

FOUNDATIONS FINANCING PRACTICAL GUIDANCE

The Chronicle of Higher Education reported in February that several private foundations in the U.S., including the Soros Foundation, the Ford Foundation, the German Marshall Fund and the American Institute for Contemporary German Studies, were "pouring dollars" into Eastern Europe and the Soviet Union to help institutions and organizations provide practical guidance in management, en-

trepreneurship, the environment, and legal issues. In a few cases, foundations are supporting or expanding existing fellowship programs and providing grants for researchers here and abroad to seek to understand the changes across Eastern Europe. So far these projects deal less with basic research or general assistance to higher education institutions in East European countries.

U.S. BUSINESSES FUNDING RESEARCHERS OVERSEAS

Some American businesses already have moved in to make deals with academic institutions in Eastern Europe and the Soviet Union. *The New York Times* recently said that American companies are finding they can benefit by financing research in the East bloc where costs are one-tenth of what they would be for research of equal quality in the U.S. Among the arrangements cited were Monsanto's contract with the Semyakin Institute to support 10 Soviet scientists, Perkin-Elmer's long-standing support of a theoretical physicist at the Leningrad Polytechnic Institute, and Du Pont's recent overtures to Soviet scientists.

HOW WESTERN EUROPE IS REACTING

The European Community has created TEMPUS, a program of support for higher education and training for Polish and Hungarian students, with plans to bring 3,000 students and academics into EC nations in each of the next three years. First placements will be made in September. TEMPUS is intended to operate for five years, with an initial two-year pilot phase. Its budget is set to go from approximately \$24 million to \$56.6 million in three years.

While Western European nations are willing to help selected Eastern

COUNTRY UPDATE: French students demand reforms...

FRANCE

- The French government has approved emergency funding which will increase spending on higher education by 12 percent and add 400 new academic posts plus more staff positions by October. Priority also is being given to adding more space through the construction of "good quality" prefabricated buildings and through rentals.

France's largest student union has been staging demonstrations in several university towns, calling for reforms of the grant system and first degrees as well as for an urgent program of university building. Students want more grants for students from the poorest backgrounds, and course reform. Nearly half of all students in France now drop out during their first two years. The French education ministry is attempting to respond to some of these demands with the new funding.

Four new universities are being planned in the Paris suburbs to absorb the growing student population and reduce the number of students in the city. The universities will open in five to seven years, but it is unclear whether they will be independent or attached to existing universities.

Only one new site at Tolbiac in the center of Paris, extending eastwards to the site of the new national library, will get more university buildings. (*The Times Higher Education Supplement*, January 19, 1990)

INDIA

- The failure of the new Indian government to appoint a minister of education is holding up several key appointments and the implementation of reforms in education under the New Education Policy (NEP).

The National Front, which heads the present regime, said it would "review and

revise" the NEP to correct "elitist aberrations."

In the meantime, there has been widespread student violence in the states of Uttar Pradesh and Gujarat over the government's decision to extend for ten more years quotas for jobs in educational institutions and government for socially and economically deprived groups. The dissenting students want merit to be the sole criterion for jobs and seats in universities. (*The Times Higher Education Supplement*, January 5, 1990)

IRAQ

- A total of 460 students has been admitted to the Faculties of Medicine, Engineering, and Education for Girls at the newly-established University of Tikrit in Baghdad.

The University of Kufa is another new academic institution, which admitted 570 students to its four colleges of Medicine, Theology, Fine Arts and Law. Future plans for expansion include the opening of a Faculty of Science in Kufa town, a Faculty of Engineering in Hilla, and Faculties of Arts and Education in Najaf. The establishment of Kufa and Tikrit has brought the total number of universities in Iraq to 10. (*HCI Communications Report*, November 1989)

- Plans are underway to establish doctoral studies in various areas of pure and applied sciences at Mosul University. Studies leading to a Ph.D. in chemistry are now available. The University was established in 1963 with only 57 students and a handful of instructors; its Faculty of Science now has 2,000 students taught by 232 instructors, most of them trained in American and Western European universities. (*HCI Communications Report*, February 1990)

IRELAND

- A new postgraduate master's degree course in Investment and Treasury was established in January 1990 at Dublin City University. The course is aimed at supplying enough skilled financial analysts to meet the future needs of the Irish financial services industry. The two-year part-time course, which graduates will undertake while gaining relevant work experience with a financial institution, offers training in a range of specialist activities such as portfolio and treasury management, corporate finance and financial reporting. Graduates will be eligible to apply for associate membership in the Society of Investment Analysts, the professional body which has assisted in designing the course program. (*Financial Times*, February 19, 1990)

ISRAEL

- Some Palestinian educators are calling for the disbanding of the "underground" system of higher education that was created in the West Bank and Gaza Strip after Israeli authorities ordered six Palestinian universities in the occupied territories to close in early 1988 because of the uprising there.

The alternate system is a poor substitute for the university programs it replaced, Palestinian educators maintain, but they say it has already become so widespread and institutionalized that the need to reopen the closed campuses has been made to seem less urgent.

Since the closings, a network of informal tutorial programs, held mainly in rented rooms and private houses, has been developed by the Palestinians to the point where as many as one third of the 14,625 students who had been enrolled at the universities are studying in such programs.

Israeli authorities consider the classes to be illegal, but have made little move in



