

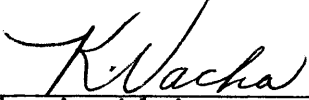
A SURVEY OF THE HISTORY, POLICIES, AND QUANTITATIVE  
RECORD OF U. S. SPONSORED STUDY ABROAD PROGRAMS  
SINCE THE END OF WORLD WAR II

A Thesis  
Presented to the Graduate Faculty  
of Western Connecticut State College

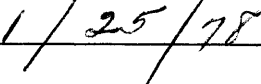
by

Dolores Pember Vogeler

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science

  
\_\_\_\_\_  
Thesis Advisor

  
\_\_\_\_\_  
For the Graduate Division

  
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Date

ABSTRACT

of

A SURVEY OF THE HISTORY, POLICIES, AND QUANTITATIVE  
RECORD OF U. S. SPONSORED STUDY ABROAD PROGRAMS  
SINCE THE END OF WORLD WAR II

by DOLORES PEMBER UOGELER  
This survey provides an overview of major U. S.

sponsored Study Abroad programs for kindergarten through graduate students from the end of World War II until Fall 1977. The approach is historical and touches on political and socioeconomic factors which influenced program developments.

The educational and administrative policies of major U. S. Study Abroad programs are dealt with in terms of student selection, overseas curricula, and the diversity of cross-cultural exposure offered by various program formats.

Special sections document the rise and decline of federal and foundation grants to U. S. college and university programs; the effect of the reliance of secondary student exchange organizations on free volunteer services, and the economics and "equal rights" responsibility of the U. S. public school system in relation to impeding their growth; and the bearing of the foreign, military, political, and business interests of the United States on federal subsidies for K-12 grade schools for dependents of American citizens abroad.

Statistical tables and illustrations substantiate

1977

individual and comparative text analyses of the quantitative records of major U. S. sponsored Study Abroad programs.

Where data was accessible and pertinent, these include the ratios of outgoing U. S. students to incoming foreign students, the leading host countries of U. S. students, the leading countries of origin of foreign students, and cross-cultural exchange balances. The role of the United States in the global movements of higher level students is analyzed on the basis of data published by the United Nations Educational, Scientific, and Cultural Organization (UNESCO).

The deficiencies of accessible data about the continuing exodus of young Americans to foreign countries, one of the social phenomena of the post World War II era, are identified throughout the survey. This public information problem is also related to the research obstacles inherent in the workings of the U. S. federal government and the decentralized U. S. educational system.

The survey's final recommendations focus on the public information needed to enable Americans to expand the U. S. Study Abroad options. On the whole the major U. S. Study Abroad programs are judged to function as overseas extensions of the U. S. educational system, concentrated in the developed and non-Western countries to the neglect of enough first-hand educational opportunities in critically important Third World and non-Western societies.